Use this form to:
Create your proposal summary and sign the proposal

Curriculum Proposal

COMM_22-23 #24a

<table>
<thead>
<tr>
<th>Packet Contents</th>
<th>1.1 Summary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Modification(s)</th>
<th>1.210 COMM 3170 Health Communication (3 credits); description changes Liberal Education Goal Area 7 &amp; 9 to Core Curriculum Goal Area 7 &amp; 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.244 COMM 3400 Environmental Communication (3 credits); Liberal Education Goal Area 10 to Core Curriculum Goal Area 10</td>
<td></td>
</tr>
<tr>
<td>1.272 COMM 3500 Communication and Conflict (3 credits); description, major content area and learning outcome changes</td>
<td></td>
</tr>
<tr>
<td>1.299 COMM 3700 Persuasion and Communication (3 credits) Liberal Education Goal Areas 5 &amp; 9 to Core Curriculum Goal Area 5 &amp; 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Modification</th>
<th>1.330 Communication Studies, B.A. major</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.342 Signatures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Modification(s)</th>
<th>1.3 COMM 1090 Interpersonal Communication (3 credits); major content area and learning outcome changes Liberal Education Goal Areas 7 &amp; 9 to Core Curriculum Goal Areas 7 &amp; 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.26 COMM 1100 Public Speaking (3 credits); learning outcome changes Liberal Education Goal Area 1 to Core Curriculum Goal Area 1</td>
<td></td>
</tr>
<tr>
<td>1.48 COMM 2100 Career &amp; Professional Communication (3 credits); learning outcome changes Liberal Education Goal Area 1 to Core Curriculum Goal Area 1</td>
<td></td>
</tr>
<tr>
<td>1.68 COMM 3100 Interviewing (3 credits); description and learning outcome changes Liberal Education Goal Area 1 to Core Curriculum Goal Area 1</td>
<td></td>
</tr>
<tr>
<td>1.103 COMM 3110 Organizational Communication (3 credits); learning outcome changes Liberal Education Goal Area 5 to Core Curriculum Goal Area 5</td>
<td></td>
</tr>
<tr>
<td>1.135 COMM 3120 Communication in a Diverse Society (3 credits); learning outcome changes Liberal Education Goal Areas 7 &amp; 8 to Core Curriculum Goal Areas 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>1.158 COMM 3130 Family Communication (3 credits); description and learning outcome changes Liberal Education Goal Area 7 to Core Curriculum Goal Area 7</td>
<td></td>
</tr>
<tr>
<td>1.187 COMM 3150 Gender Communication (3 credits); description and learning outcome changes Liberal Education Goal Areas 5 &amp; 7 to Core Curriculum Goal Area 5 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>Curriculum Packet Number</td>
<td>24.COMM_22-23</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>College</td>
<td>☑ College of Individual and Community Health</td>
</tr>
<tr>
<td></td>
<td>☒ College of Business, Mathematics and Sciences</td>
</tr>
<tr>
<td></td>
<td>☐ College of Arts, Education and Humanities</td>
</tr>
<tr>
<td></td>
<td>☐ Other: Academic Affairs</td>
</tr>
<tr>
<td>Department</td>
<td>Sociology &amp; Communication Studies</td>
</tr>
<tr>
<td>Proposers Name and Position</td>
<td>Donna Pawlowski, Professor of Communication Studies, and Department Chair</td>
</tr>
</tbody>
</table>
| Summarize the modification(s) and/or new curriculum you propose. | 1. Remove the “COMM 3150 or SOWK 2110” from required electives; they are essentially the same course, and we have already have COMM 3150 as a required course in the major.  
2. Modifying 12 courses; one shifting from non-Core to Core area 5.  
3. We are doing slight language changes to existing learning outcomes where necessary to clarify, make language more inclusive, and to include to the resiliency traits. |
| How will the proposed changes work to students’ advantage? | The changes will streamline the curriculum and reduce redundancies. Changes will also be more aligned with contemporary language for inclusivity in some courses. Adding another Core course will help students toward Core completion. |
| Modifications proposed        | ☑ Course Modification(s) | How many? _12_____  
☐ New course(s) | How many? ______  
☐ Course Drop(s) | How many? ______  
☒ Program Modification(s) | How many? __1__  
☐ New Program(s) | How many? ______  
☐ Program Drop(s) | How many? ______ |
| These modifications affect    | ☒ Core Curriculum  
☐ Graduate Curriculum  
☐ Teacher Licensure Program(s)  
☒ Undergraduate Curriculum |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form
last updated: 9.23.22

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete this side for a course modification</td>
<td>New Courses: Complete all information Modified Courses: Complete only fields that are changing</td>
</tr>
<tr>
<td>Subject</td>
<td>COMM</td>
</tr>
<tr>
<td>COMM</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Abbreviated Title (20 characters total)</td>
<td>Interpersonal Comm</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course is designed to help you become aware of the processes and theories of interpersonal communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on personal relationships, groups, and society. Concepts include perception, ethics, emotion, conflict, cultural awareness, power, technology, language, nonverbal communication, social media, and listening. Liberal Education Goal Areas 7 &amp; 9.</td>
</tr>
<tr>
<td>Undergrad Course Number</td>
<td>1090</td>
</tr>
<tr>
<td>Undergrad Prerequisites</td>
<td>none</td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
<td>If applicable, Graduate Course Number</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td>If applicable, Graduate Prerequisites</td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>If applicable, Core Curriculum Goal Area(s)</td>
</tr>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>☐ Core Goal 1 Communication</td>
</tr>
<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>☐ Core Goal 6 Humanities and the Arts</td>
<td>☐ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>☒ Core Goal 7 Human Diversity</td>
<td>☒ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>☐ Core Goal 8 Global Perspective</td>
<td>☒ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
</tr>
<tr>
<td>Maximum of two core curriculum goal area(s)</td>
<td>Maximum of two core curriculum goal area(s)</td>
</tr>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>☐ Core Goal 1 Communication</td>
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<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
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<td>☐ Core Goal 6 Humanities and the Arts</td>
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<td>☒ Core Goal 7 Human Diversity</td>
<td>☒ Core Goal 7 Human Diversity</td>
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<td>☐ Core Goal 8 Global Perspective</td>
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<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
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<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
</tr>
</tbody>
</table>

**Questions:**
Core Curriculum Contact Info: liberaleducation@bemidjistate.edu

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**Current Major content Area**

Go to [catalog](#); select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course

**None listed in common course outline**

**Proposed Major Content Areas**

- Introduction to Interpersonal Communication
- Communication, Perception and Self
- Ethics of Relational Communication
- Communication and Cultural Identity
- Verbal Communication
- Nonverbal Communication
- Effective Listening
- Communication and Emotion
- Communicating in Close Relationships
- Sharing Personal Information
- Conflict and Power in Relationships
- Influences of Technology on Interpersonal Relationships
| **Current Learning Outcomes** | None listed in common course outline | **Proposed Learning Outcomes** | identify and explain theories and concepts of interpersonal communication.  
apply concepts, research, and ethical decisions to personal relationships.  
demonstrate interpersonal skills in areas such as listening, ethics, verbal and nonverbal communication, among others within personal and professional relationships.  
evaluate positive and negative effects of communication behaviors and their impact on relationships and societal groups.  
critique communication behaviors (e.g., diversity, power, ethics) within interpersonal relationships in various contexts of our society (e.g., new relationships, family, mediated, cultural relationships...) and articulate such analyses orally and in writing.  
conduct self-reflection and assessment of your own communication behaviors in relationships.  
recommend strategies for improving communication within relationships. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposed course cap (max class size)</strong></td>
<td>28</td>
<td><strong>What will be the course offering frequency for this course each term?</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Fall**  
☑ All years  
☐ Even years  
☐ Odd years  
☐ Dpt Discretion  
**Spring**  
☑ All years  
☐ Even years  
☐ Odd years  
☐ Dpt Discretion  
**Summer**  
☐ All years  
☐ Even years  
☐ Odd years  
☑ Dpt Discretion |
| **What qualified faculty will be available to teach this course?** | Pawlowski, Perlich, Baird, Nelson | **Indicate the reason for course modification or new course creation** | We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency Requirements. |
| **If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional** | | | |

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*
<table>
<thead>
<tr>
<th>Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes; this course is repeatable</td>
</tr>
<tr>
<td>The maximum credits it can be taken is __________</td>
</tr>
<tr>
<td>☒ No, this course is not repeatable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the primary delivery method for this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ On-campus</td>
</tr>
<tr>
<td>☐ On-campus HyFlex (on-campus and online synchronous at same time)</td>
</tr>
<tr>
<td>☐ Online Asynchronous</td>
</tr>
<tr>
<td>☐ Online Synchronous</td>
</tr>
<tr>
<td>☐ Other, _____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete only for new courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there additional library or other resources needed that will need to be provided for this course not already available?</td>
</tr>
<tr>
<td>☐ No, No additional resources are needed for this course</td>
</tr>
<tr>
<td>☐ Yes, Additional resources are needed. Please indicate resources below:</td>
</tr>
<tr>
<td>1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What special property or service fee(s) would be charged to students taking this course? These charges would be for</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No special property or fee(s)</td>
</tr>
<tr>
<td>☐ Yes, there are special property or fee(s) requested</td>
</tr>
<tr>
<td>Amount per student: $ ___________________________</td>
</tr>
<tr>
<td>Will be used for: _________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete this section only for course modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>May this modified course replace the current course for students that remain in an old catalog</td>
</tr>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ No .... STOP; Instead drop the current course &amp; submit a new course form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do these modifications change any of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes, Major Content Areas will be updated. The updates are indicated below.</td>
</tr>
<tr>
<td>☐ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
</tr>
<tr>
<td>☒ Yes, Student Learning Outcomes will be updated &amp; updates are below.</td>
</tr>
<tr>
<td>☐ No, I have reviewed common course outline following the directions on the left and determined the learning outcomes are accurate.</td>
</tr>
</tbody>
</table>

<p>| ☐ Max Class Size |
| If yes, what is the proposed new class size _____ |</p>
<table>
<thead>
<tr>
<th>Course Outline link at the end of the course description</th>
</tr>
</thead>
<tbody>
<tr>
<td>For any YES answers, please provide updated information at the end of this document.</td>
</tr>
</tbody>
</table>

| Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)? |
| No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program |
| ☑ Yes, I have checked, and this course is in the following program(s). |
| 1. Environmental Communication |
| 2. International Studies |
| 3. Political Science |

| If yes, to previous question |
| ☑ Yes, the department chair(s) have been notified of this course modification from their program(s) |
| ☑ Notification was done by email. Their response is copy/pasted below. |
| ☑ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below. |
| ☐ Notification was completed by phone on the following date. |
| Date: _______________________
Who: _______________________ |

Indicate each person who a notification was sent to:
Virgil Bakken 9/18; replied on 9/20
Pat Donnay 9/18, no response

Attach a sample syllabus for the course below.
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• 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: Interpersonal Communication
Course prefix and number: Comm 1090
Credits: 3
Course description: This course is designed to help you become aware of the processes and theories of interpersonal communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on personal relationships, groups, and society. Concepts include perception, ethics, emotion, conflict, cultural awareness, power, technology, language, nonverbal communication, social media, and listening.
Are there any prerequisites? No. Typically, courses in the Core Curriculum do not have prerequisites.
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
How often will this course be offered? Every Fall and Spring semester
What is the projected maximum class size (cap)? 28

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 purpose 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 four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the competencies met by the course under consideration.

Students will be able to:

_____ A. identify the development and evolution of group identities in the history and culture of the United States.

___x___ B. demonstrate knowledge of the individual and institutional power dynamics
 between groups in contemporary society.

___x___ C. practice the following:
- Analyze their own assumptions regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own attitudes regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own behaviors regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own biases regarding systems of oppression such as ableism, racism, sexism, etc.

_____ D. communicate 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 communicate multicultural and international understanding necessary to live and work effectively in a society with a diversity of cultural and subcultural groups.

___x___ F. Students will be able to demonstrate empathy for groups marginalized and disenfranchised by historical and contemporary social structures and institutions.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

___x___ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

___x___ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

___x___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:
Students will study and understand verbal and nonverbal communication in their personal and professional lives. The course will integrate communication and empathy traits through textbook and outside readings, reflection and research papers that focus on written and oral presentation skills. Reading about interpersonal communication concepts with an empathetic lens will enable students practice empathy and engender it in others.

STEP 4: ASSESSMENT & REPORTING
What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in step 3.
The outcomes will be assessed via three exams based on textbook and outside readings, a relationship paper, chapter reflections, a research-application paper, chapter activities, and in-class presentations. All of these assessment processes are used to evaluate cognitive, behavioral, and affective outcomes.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
Report will include qualitative summaries of reflective writing and papers, and assignments and/or quantitative rubric summaries from self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS
As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 7 and 2) will be assessed in this course.

Please include the following supporting materials:

_x___ Course Syllabus, which includes:

_x___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

_x___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

_x___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

_x___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

_x___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

_____ May include additional outcomes that do not map to the Core Curriculum (optional)
___x____ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
CORE CURRICULUM 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 Core Curriculum
• 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: Interpersonal Communication
Course prefix and number: Comm 1090
Credits: 3
Course description: This course is designed to help you become aware of the processes and theories of interpersonal communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on personal relationships, groups, and society. Concepts include perception, ethics, emotion, conflict, cultural awareness, power, technology, language, nonverbal communication, social media, and listening.

Are there any prerequisites? No. Typically, courses in the Core Curriculum do not have prerequisites.
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
How often will this course be offered? Fall and spring semester
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 two or more credits

The overall purpose of this goal area is to develop students' capacity to identify, discuss, empathize, 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, courses must provide for three of the five listed competency (Core Curriculum learning outcomes) categories, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to:

__x__ A. practice the following:
• Examine their own ethical views.
• Communicate their own ethical views.
• Apply their own ethical views.

_x___ B. apply ethical concepts to specific issues (e.g., politics, rights and obligations, justice, liberty, etc.).

___ C. analyze the ethical dimensions of legal, social, and scientific issues.

___ D. describe, understand, and empathize with the diversity of political motivations and interests of self and others.

_x___ E. communicate ways to exercise the rights and responsibilities of citizenship.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

___x___ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

___x___ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

___x___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

---

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

___ Adaptability ___x___ Empathy

_x___ Communication ___x___ Knowledge (content; pursuit of; life-long learning)

___ Creativity ___x___ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

Communication: Two main goals of this course are for students to learn about nonverbal and verbal communication in interpersonal relationships. They will not only learn about friend, family, romantic,
and professional relationships through research, textbook readings, self-reflection in writing assignments and self-assessments, but they will also learn strategies and methods to deepen positive and meaningful interpersonal relationships. Analyzing ethical guidelines in communication—online, face-to-face, in both career and personal relationships will be integrated into the course through case studies, chapter activities, and assignments which may include role-playing.

Empathy: Identifying, understanding, and applying empathy as a successful emotional intelligence characteristic to improve interpersonal relationships is integrated throughout the course in almost every concept studied. Through relationship scenarios, chapter reflections, and chapter activities, students will strengthen their empathy towards others in their personal and professional lives.

STEP 4: ASSESSMENT & REPORTING
What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.
The outcomes will be assessed via three exams, a reflection paper, a research-application paper, chapter activities, chapter reflections, and in-class presentations. All these assessment processes are used to evaluate cognitive, behavioral, and affective outcomes.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
Report will include qualitative summaries of reflective writing and papers, and assignments and/or quantitative rubric summaries from self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS
As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:
_x___ Course Syllabus, which includes:
   ___x__ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
   ___x__ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
   ___x__ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
   ___x__ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
   ___x__ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
      ______ May include additional outcomes that do not map to the Core Curriculum (optional)
   ___x__ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
Policy Sheet and Syllabus  Bemidji State University  
SPCM 1090: Interpersonal Communication—Fall 2022 Sect. 1  
Class Info: Mon, Wed, Fri 8:00 a.m.-- 8:50 a.m.  
Location: BG 119  
Instructor: Cindy Nelson  E-mail: cindy.nelson@bemidjistate.edu  
Office—BG 102  Phone—755-2841  
Office Hours:  
Monday 2:30—4:30 p.m. and by appointment  

Tuesday  11:30 a.m.—1:30 p.m. and by appointment  
Thursday  11:30 a.m. —12:30 p.m. on Zoom  
Zoom: https://minnstate.zoom.us/j/99036053923  Passcode: connect  
Meeting ID: 990 3605 3923  

Zoom Info for class:  
Zoom Meeting : https://minnstate.zoom.us/j/99513887537  Passcode: interact  
ID: 995 1388 7537  

Our Vision:  We educate people to lead inspired lives.  
Our Mission: We create an innovative, interdisciplinary, and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.  
The Land Acknowledgement Statement: We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.  
Liberal Education Categories/Prerequisites: This 3-credit course counts toward liberal education goal areas 2, 7, and 9. No required prerequisites.  
Technology Needs/Uses: We will use D2L Brightspace (will be abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester.  
  ● Papers/Outlines, and other assignments will be submitted to a D2L assignment folder  
  ● Check D2L and your current BSU e-mail account frequently/daily  
  ● Please do not send attachments via E-mail – check for a D2L assignment folder first  
  ● If on Zoom, you’ll need a working camera and computer  
Course Format:  
  Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Students will engage in group work and give brief presentations  
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.  
Expectations of time for in-class contact hours and out-of-class preparation:  
  For lecture-based courses, the university policy and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.  
Your expected total time commitment for this class is three hours in class, and a minimum of six hours per week outside of class; a total of nine minimum per week. Some weeks may be more or less than others depending on what is happening in any week.
Course learning outcomes align with University Liberal Education Areas 7, 9, & 2 – see curriculum matching after each outcome:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to help you become aware of the processes and theories of interpersonal communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on personal relationships, groups, and society. Concepts include perception, ethics, emotion, conflict, cultural awareness, power, technology, language, nonverbal communication, social media, and listening.</td>
<td>At the end of this course, you will be able to:</td>
</tr>
<tr>
<td></td>
<td>1. Identify and explain theories and concepts of interpersonal communication (exams, research paper, reflections, activities, presentation) (GA 7 B, E, GA 9 A; trait communication)</td>
</tr>
<tr>
<td></td>
<td>2. Apply concepts, research, and ethical decisions to personal relationships (exams, research paper, reflections, activities, presentation) (GA 7 C, GA 9 A; traits communication and empathy)</td>
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<tr>
<td></td>
<td>3. Demonstrate interpersonal skills in areas such as listening, ethics, verbal and nonverbal communication, among others within personal and professional relationships (reflections, activities, presentation) (GA 7 E; traits communication, empathy)</td>
</tr>
<tr>
<td></td>
<td>4. Evaluate positive and negative effects of communication behaviors and their impact on relationships and societal groups (exams, reflections, research paper, activities, presentation) (GA 2 A, B, D, GA 7 B, F; traits communication, empathy)</td>
</tr>
<tr>
<td></td>
<td>5. Critique communication behaviors (e.g., diversity, power, ethics) within interpersonal relationships in various contexts of our society (e.g., new relationships, family, mediated, cultural relationships...) and articulate such analyses orally and in writing (research paper, reflections, activities, presentation) (GA 2 A, B, C, GA 7 B, GA 9 B, E; traits communication, empathy)</td>
</tr>
<tr>
<td></td>
<td>6. Conduct self-reflection and assessment of your own communication behaviors in relationships (exams, reflections, research paper, activities) (GA 2 D, GA 7 C, GA 9 A; traits communication, empathy)</td>
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<tr>
<td></td>
<td>7. Recommend strategies for improving communication within relationships (exams, research paper, reflections, activities, presentation) (GA 7 E, GA 9 E; traits communication, empathy)</td>
</tr>
</tbody>
</table>

Course Requirements:
The following exams/assignments will be assigned to accomplish and assess the learning outcomes. Assignments are briefly outlined below; additional criteria will be provided separately.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description/Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Examinations: 25%</td>
<td>You will have several pre and post quizzes and short exams throughout the semester. 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.</td>
</tr>
</tbody>
</table>
Chapter Reflections: 15%

You will share these chapter reflections in small groups, as well as with the class for broader discussion. The goal is to bring in student perspectives, become acquainted with classmates, and give personal meaning to the text.

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

IPC Papers: 35%

A). Relationship Reflection: (10%)

B). Research Application Paper: (25%)

All typed papers will be submitted to D2L - load in D2L prior to the start of class. *Please see the late policy regarding these papers in the Course Policies section.

Objectives assessed: 1-2-3-4-6-7

In-class and Out-of-Class-Chapter Activities/ Application/ Preparation: 20%

To demonstrate understanding of course material, chapter concepts will be applied to activities and assignments throughout the semester. These activities may be in the form of out-of-class chapter assignments such as application activities, and in-class activities such as case studies.

Objectives assessed with chapter activities: 1-2-3-4-5-6-7

Group Analysis Presentation: 5%

Thursday, December 8th--Final Exam Time
8:00 a.m.--10:00 a.m.

Objectives assessed: 1-2-3-4-5-7

Assignments

Assigned activities are to be typed (unless otherwise noted) and loaded on D2L prior to the start time of class. 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 social media, during the activity or when your group is done; be respectful to others; put your phone away and talk with each other after the activity.

Please submit word-processed documents (Word only) to the assignment folder. Please do not email me assignments.

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 THREE free days when absent, anything after that is a zero for any missed in-class work. 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:

To help with expectations for activities, each in-class/out-of-class activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

Grading Standards:

Full:

Thorough, interconnected, and insightful response
Work is typed unless otherwise instructed for assignments
Active participation is obvious. Demonstrates respectful behavior (devices put away; collegiality)

Partial:

The response (or participation) is partially complete
Not fully engaged with the class discussion, group or topic at hand; and/or work was completed in class. Cell phone use/texting or working on a computer with irrelevant material is observed.

None:

Work not submitted/received. Absent for any in-class activity/discussion.
Using devices for non-class purposes will earn you a zero for that day

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 and know full credit cannot be earned. Any material handed in must be your own work; it is plagiarism to turn in the same assignment as a classmate. I will inform you if you need to print assignments.
Late Work/Missing Work Policy:
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 three 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.

Late Reflection and Research Papers:
Papers are considered late after the start of class (load in D2L prior to the start of class). Late papers up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late (four to seven days will earn 20%); anything beyond one week/7 calendar days will not be graded and will receive a zero.
*Please note this policy is only for main papers; chapter activity assignments are only worth 50% if they are late.

Exams:
All quizzes and exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me before the day of the exam so your exam can be taken at a date preferably before travel.
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.

*University/Specialized Activities: University activities (or other specialized activities; i.e., military) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel, prior to the absence: "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:
- I will take attendance, and I’ll keep track of it.
- Three absences/free days will be allowed (e.g., dr. appt., sick, traveling, work, conferences, etc.) regarding daily, in-class work.
- Please note that 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.
- Not engaging in class activities (e.g., working on another class in this class, continual use of electronics, not engaging in class/group discussion), may count as an absence at instructor’s discretion.
- Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit.
- Use these wisely; I encourage you to attend each day!
- Any absences after three and up will earn a zero for in-class points on that day, and a 1% 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 nine absences (25% of the class), you have earned the right to fail the course regardless of your performance on assignments or exams.
- Please provide documentation for BSU-related absences; those absences do not count as your three free days.
- Incompletes: To be given by prior arrangement between the student and the instructor or in the case of a verifiable emergency.
- 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.
- Not all daily assignments will be posted on D2L as I may announce an assignment in class, so check with a classmate or me if you miss class.
- The final exam time is mandatory to attend
- In case of illness or unforeseen absences, I will need legitimate but “veiled” documentation
- An excused absence is reserved for those emergency instances that are beyond your control that can be documented (e.g., funeral, contracting COVID-19, family medical emergencies). I reserve the right to determine the “excused” nature of an absence. A vacation with your family, traveling for a non-sanctioned club sport, or a wedding is not an excused absence; if you know of these activities in advance, plan on these as your free days.

Extended leave circumstances:
If you need to be away from class for an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so
please plan with me when to complete any assignments due during the leave period. You can complete a leave form at this website
https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Professional Communication and Titles
Titles can be confusing and connote varying levels of familiarity. I want to be as fair as possible, so please refer to me as Ms. Nelson in written and spoken communication. If you need to send me an email, please use professional email etiquette. Here’s an example:
Hi Ms. Nelson,
I’m writing my second reflection essay for Interpersonal Comm., and I’m somewhat confused about appropriate and inappropriate self-disclosure. Will you please give me a better example than what is described in chapter 8?
Thanks for your time,
Andrew Phelps

Classroom Environment of Professional and Respectful Behaviors:
- Balanced and shared input
- Cooperative and respectful participation
- Respectful and critical listening
- Self-aware and appropriate communication (verbal and nonverbal)

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.” 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 and deal with possible administrative consequences. 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 not used for class 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.

Exceptions:
1. Using phones/computers for academic purposes for this class (i.e., pulling up an assignment from D2L, looking up information related to a group activity, using an e-book).
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. This respect is especially important during others’ presentations. ANY gadgets (or typing/writing your note cards) visible or used during presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

Zoom Etiquette:
Please join on time and do a technology check beforehand
Choose a place that will enable you to focus on class and your classmates.
No driving or riding in a motorized or wheeled vehicle.
Please refrain from engaging in household chores or tasks. Slip out quietly and re-enter if you need to step away from class for a couple of minutes.
Feel free to use a virtual background, but keep it simple, respectful, and appropriate.
Dress appropriately, sit up tall (no reclining please), and keep your camera and microphone on.
Please engage with your entire face showing. I want to see more than the top of your head.
Please use the name you use in class on your Zoom Video
Remain in class the entire time that we are meeting. Be reminded that the class will probably be videotaped for absent students to view.
Participate in classroom group activities with a positive attitude

Zoom etiquette and expectations are included in grading “In-Class Activities.” Failure to comply with expectations can impact your grade; participants can also be removed from the Zoom meeting. Please email me ahead of time if you have a unique and rare situation that you think might be problematic.

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. Therefore, 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.

Helpful Student Resources:

Accessibility Services:
If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202.
Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility. If you have a documented disability; see me before or after class if you need to inform me of these services.

- The Student Center for Health and Counseling is located on the first floor in Cedar Hall; phone (218) 755-2053
  https://www.bemidjistate.edu/services/health-counseling/
- The Advising Success Center is located in Decker 202; phone (218) 755-4226
  https://www.bemidjistate.edu/services/advising-success-center/
- Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.
- Printing is Free On Campus

Cancelling of Class:
- Look at the BSU website for announcements
- Listen to media outlets
- Read your email and postings in D2L Announcements
- Be aware of a sign on the classroom door announcing that class is cancelled

Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers
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, material taken from any source including internet/websites must be appropriately and fully documented. 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/

Grading Procedures and Policies:
- Assignments and 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
- 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.
- Keep a saved copy of all your work, and keep any graded work returned to you.
- There’s no “rounding up” if you receive a total of 89.99 for the semester, your grade will be a B+.
- If you have concerns about any grades see me during office hours at the time of the concern with a particular assignment.

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--69.99</td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapter (reading assignments to be read for this day)</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Mon., Aug. 22</td>
<td>Introduction to the class Expectations and class outline</td>
</tr>
<tr>
<td>2. Wed., Aug. 24</td>
<td>Walk around our D2L Page Creating documents, uploading into D2L Printing</td>
</tr>
<tr>
<td>3. Fri., Aug. 26</td>
<td>Pre-quiz Ch. 1—Read Chapter One for Monday</td>
</tr>
<tr>
<td>4. Mon., Aug. 29</td>
<td>Ch. 1--A First Look at IPC notes and key concepts</td>
</tr>
<tr>
<td>4. Wed., Aug. 31</td>
<td>Conclude notes on Ch. 1 Explain Chapter Reflections</td>
</tr>
<tr>
<td>5. Fri., Sept. 2</td>
<td>Assign Ch. 2 Concepts and explain culture graphic organizer and writing assignment</td>
</tr>
<tr>
<td>6. Mon., Sept. 5</td>
<td>Labor Day—No Class</td>
</tr>
<tr>
<td>7. Wed., Sept. 7</td>
<td>Preview Ch. 2 Communication and Identity Ch. 2 Key concepts discussed</td>
</tr>
<tr>
<td>8. Fri., Sept. 9</td>
<td>Using APA Citation—Information and application Assign Ch. 3 concepts for reflection</td>
</tr>
<tr>
<td>9. Mon., Sept. 12</td>
<td>Conclude Ch. 2 Review guidelines for chapter reflection</td>
</tr>
<tr>
<td>10. Wed., Sept.14</td>
<td>Ch. 3 Perception and Personal Identity Key Concepts and APA Overview</td>
</tr>
<tr>
<td>11. Fri., Sept. 16</td>
<td>Ch. 3 Introduce first relationship paper Library partner assignment</td>
</tr>
<tr>
<td>12. Mon., Sept.19</td>
<td>Ch. 4 The World of Words</td>
</tr>
<tr>
<td>13. Wed., Sept. 21</td>
<td>Ch. 4 Key concepts and notes</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<td>---------------</td>
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</tbody>
</table>
| 14.Fri., Sept. 23 | Conclude Ch. 4 Review for Exam One  
Assign topics for nonverbal posters and library books | Topic approval due for first relationship paper |
| 14. Mon., Sept.26 | Exam One—Chapters 1, 2, 3, and 4 | Exam One—Ch. 1, 2, 3, and 4  
In-class assignment/methods of persuasion and citing sources |
| 15. Wed., Sept. 28 | Meet in the A. C. Clark Library-tour and Find books for nonverbal assignment | Read Ch. 5 prior to class  
In-class activity at A.C. Clark Library |
| 16. Fri., Sept. 30 | Ch. 5 The World Beyond Words  
Key concepts and review poster assignment  
APA application | Nonverbal poster assignment due in drop box prior to class—present to class  
Group work on nonverbal situations and outcomes |
| 17. Mon., Oct. 3 | Ch. 5—Nonverbal Communication | Peer review on relationship papers  
Group work on nonverbal posters and book assignment |
| 18. Wed., Oct. 5 | Conclude Ch. 5 | Nonverbal Comm. Posters Due at the Beginning of the hour—partners present posters and book summary |
| 19. Fri., Oct. 7 | Ch. 6—Mindful Listening | Read Ch. 6 prior to class  
First Relationship Paper Due Prior to Class—Hard Copy and Loaded in D2L |
| 20. Mon., Oct. 10 | Ch. 6 Key concepts and notes  
Schedule conferences | In-class assignment—creating listening cards |
Conclude Ch. 6--Listening | In-class Post quiz for Ch. 6 |
| 22. Fri., Oct.14 | Ch. 7—Emotions and Communication  
Guest Speaker on Emotional Intelligence | Read Ch. 7 prior to class |
| 23. Mon., Oct. 17 | Ch. 7 Emotions and Communication  
Key Concepts and Notes | Ch. 7 Reflection due—hard copy and in D2L before class |
| 24. Wed., Oct. 19 | Conclude Ch. 7—Emotions and Communication  
Explain Songs and Interviews assignment for Ch. 8 | Topic approval for Second Relationship Paper due at the start of class |
| 25. Fri., Oct. 21 | DUTY DAY—No Classes | |
| 26. Mon., Oct. 24 | Ch. 8 Communication Climate  
Key Concepts and Notes | Read Ch. 8 prior to class  
Outline for Second Relationship Paper due |
| 27. Wed., Oct. 26 | Ch. 8 | Songs and Interviews reviewed  
First scholarly article due |
<p>| 28. Fri., Oct. 28 | Exam two—Covers 5, 6, 7, and 8 | Exam two—Covers 5, 6, 7, and 8 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Mon., Oct. 31</td>
<td>Ch. 9 Managing Conflict—pre quiz in class</td>
<td>Read Ch. 9 prior to class</td>
</tr>
<tr>
<td>30. Wed., Nov. 2</td>
<td>Ch. 9</td>
<td>Ch. 9 Group work</td>
</tr>
<tr>
<td></td>
<td>2nd research article due for paper</td>
<td></td>
</tr>
<tr>
<td>31. Fri., Nov. 4</td>
<td>Ch. 9</td>
<td>Explain Ch. 10 assignment</td>
</tr>
<tr>
<td>32. Mon., Nov. 7</td>
<td>Ch. 10 Friendships In Our Lives—Key concepts and notes</td>
<td>Read Ch. 10 prior to class</td>
</tr>
<tr>
<td></td>
<td>Work in small groups to check Relationship Papers (in-class points)</td>
<td>First draft of Second Relationship Reflection Paper Due</td>
</tr>
<tr>
<td></td>
<td>Begin working on Ch. 10 activity</td>
<td></td>
</tr>
<tr>
<td>Wed., Nov. 9</td>
<td>Conclude Ch. 10—Introduce Guidelines for Final Project</td>
<td>Mixed tape for a friend</td>
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<tr>
<td></td>
<td>Small-group check on final draft of Second Relationship Paper (in-class points)</td>
<td>Friends Interview Activity</td>
</tr>
<tr>
<td>33. Fri., Nov. 11</td>
<td>VETERAN’S DAY No Class</td>
<td></td>
</tr>
<tr>
<td>34. Mon. Nov. 14</td>
<td>Ch.11—Committed Romantic Relationships</td>
<td>Read Ch. 11 prior to class</td>
</tr>
<tr>
<td></td>
<td>Key concepts and notes</td>
<td>Pre quiz on chapter</td>
</tr>
<tr>
<td></td>
<td>assign partners and concepts for Ch. 11 Reflection</td>
<td></td>
</tr>
<tr>
<td>35. Wed., Nov. 16</td>
<td>Ch. 11 and Final Group Project Meeting Time</td>
<td>Chapter Reflection Due—hard copy and in D2L before class—present for class</td>
</tr>
<tr>
<td></td>
<td>Sketch outline and character scenario</td>
<td></td>
</tr>
<tr>
<td>36. Fri., Nov.18</td>
<td>Conclude Ch. 11/introduce Ch. 12—Comm. In families</td>
<td>Post quiz on Ch. 11</td>
</tr>
<tr>
<td></td>
<td>Group Meeting for Final Project</td>
<td></td>
</tr>
<tr>
<td>37. Mon., Nov. 21</td>
<td>Ch. 12 Communication in Families—Key concepts and notes</td>
<td>Read Ch. 12 prior to class</td>
</tr>
<tr>
<td></td>
<td>In-class activity</td>
<td>In-class activity</td>
</tr>
<tr>
<td></td>
<td>First draft outline of Final Project due at the end of class</td>
<td>First draft outline of Final Project due at the end of class</td>
</tr>
<tr>
<td>38. Wed., Nov. 23</td>
<td>Duty Day—No Class</td>
<td></td>
</tr>
<tr>
<td>39. Fri., Nov. 29</td>
<td>Thanksgiving Break—No Class</td>
<td></td>
</tr>
<tr>
<td>40. Mon., Nov. 28</td>
<td>Group work for Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review for Exam Three</td>
<td></td>
</tr>
<tr>
<td>41. Wed., Nov. 30</td>
<td>Check in for Group work for Final Project</td>
<td>Exam Three—Chapters 9, 10, 11, and 12</td>
</tr>
<tr>
<td>Fri., Dec. 2</td>
<td>Group work for Final Project</td>
<td>Summary of Sources with APA Citation Due—In-class Points for group work</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon., Dec. 5</td>
<td>Group work for Final Project</td>
<td>Second Draft of Outline Due for Final Project—In-class points for group work</td>
</tr>
</tbody>
</table>
| Thursday, December 8th | Final Exam Day 8:00 a.m.–10:00 a.m. in our classroom | Groups will present their final projects for the class  
There is no final exam |
BSU Curriculum Forms

New Course Form
~and~
Course Modification Form

last updated: 9.23.22

Use this form to:
Modify an existing course or propose a new course in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete this side for a course modification</td>
<td>New Courses: Complete all information</td>
</tr>
<tr>
<td>Modified Courses: Complete only fields that are changing</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>COMM 1100</th>
<th>Credits</th>
<th>Subject (i.e. SOWK)</th>
<th>COMM</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COMM</td>
<td>☑</td>
<td>3 credits</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Public Speaking</th>
<th>Course Title</th>
<th>No Change</th>
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</thead>
<tbody>
<tr>
<td>Abbreviated Title (20 characters total)</td>
<td>Public Speaking</td>
<td>Abbreviated Title (20 characters total)</td>
<td>No Change</td>
</tr>
<tr>
<td>Course 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>Course Description</td>
<td>No Change</td>
</tr>
<tr>
<td>Undergrad Course Number</td>
<td>1100</td>
<td>Undergrad Course Number</td>
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</tr>
<tr>
<td>Undergrad Prerequisites</td>
<td>None</td>
<td>Undergrad Prerequisites</td>
<td>No Change</td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
<td></td>
<td>If applicable, Graduate Course Number</td>
<td></td>
</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
</tr>
<tr>
<td>Current Major Content Area</td>
<td>Proposed Major Content Areas</td>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>If applicable, Core Curriculum Goal Area(s)</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area.</td>
<td>No Change</td>
<td>☒ Core Goal 1 Communication</td>
<td>☒ Core Goal 1 Communication</td>
</tr>
<tr>
<td>1. Analyzing your audience</td>
<td></td>
<td>□ Core Goal 3 Natural Science</td>
<td>□ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>2. Delivering your speech</td>
<td></td>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>3. Ethical Speaking and Listening</td>
<td></td>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>4. Ethics of public speaking</td>
<td></td>
<td>□ Core Goal 6 Humanities and the Arts</td>
<td>□ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>5. Introduction to public speaking</td>
<td></td>
<td>□ Core Goal 7 Human Diversity</td>
<td>□ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>6. Introductions and conclusions</td>
<td></td>
<td>□ Core Goal 8 Global Perspective</td>
<td>□ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>7. Organizing the body of your speech</td>
<td></td>
<td>□ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>□ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>8. Outlining your speech</td>
<td></td>
<td>□ Core Goal 10 People and the Environment</td>
<td>□ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>9. Researching your topic</td>
<td></td>
<td>□ Core Goal 11 Performance &amp; Participation</td>
<td>□ Core Goal 11 Performance &amp; Participation</td>
</tr>
<tr>
<td>10. Selecting your speech topic</td>
<td></td>
<td>Note: If course includes core curriculum goal areas also complete the applicable core curriculum forms.</td>
<td></td>
</tr>
<tr>
<td>11. Speaking confidently/speech apprehension 12. Speaking in and as a group</td>
<td></td>
<td>□ Core Goal 2 Communication</td>
<td>□ Core Goal 2 Communication</td>
</tr>
<tr>
<td>13. Speaking to inform</td>
<td></td>
<td>□ Core Goal 3 Natural Science</td>
<td>□ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>14. Strategy of persuasion</td>
<td></td>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>15. Structure of persuasion</td>
<td></td>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>16. Supporting your speech</td>
<td></td>
<td>□ Core Goal 6 Humanities and the Arts</td>
<td>□ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>17. Using visual aids</td>
<td></td>
<td>□ Core Goal 7 Human Diversity</td>
<td>□ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>18. Word your speech</td>
<td></td>
<td>□ Core Goal 8 Global Perspective</td>
<td>□ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>Questions:</td>
<td>Core Curriculum Contact Info:</td>
<td></td>
<td><a href="mailto:liberaleducation@bemidjistate.edu">liberaleducation@bemidjistate.edu</a></td>
</tr>
</tbody>
</table>
### Current Learning Outcomes

Copy/Paste from the common course outline – see instructions above

| 1. synthesize diverse research material for supporting claims |
| 2. assess the credibility and validity of sources |
| 3. demonstrate appropriate communication practices such as listening, verbal, nonverbal, critical thinking and ethics for specific audiences |
| 4. identify and apply fundamental communication concepts (exams) |
| 5. design (in writing) well-organized individual and group presentations with proper source documentation |
| 6. present arguments and information from various points of view |
| 7. conduct appropriate audience analyses for presentations |
| 8. critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner |
| 9. deliver (orally) well-organized individual and group presentations with proper source documentation |

### Proposed Learning Outcomes

Please reference Blooms Taxonomy action verbs

Start each with “Students will be able to ..”

Identify and apply fundamental communication concepts.

Demonstrate appropriate communication practices such as listening, verbal, nonverbal, critical thinking, and ethics for specific audiences.

Conduct appropriate audience analyses for presentations.

Synthesize diverse research material for supporting claims.

Assess the credibility and validity of sources.

Present arguments and information from various points of view.

Critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner.

Design (in writing) well-organized individual and group presentations with proper source documentation.

Deliver (orally) well-organized individual and group presentations with proper source documentation.

### Indicate the reason for course modification or new course creation

We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

### What will be the course offering frequency for this course each term

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ All years</td>
<td>☒ All years</td>
<td>☐ All years</td>
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<tr>
<td>☐ Even years</td>
<td>☐ Even years</td>
<td>☐ Even years</td>
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<tr>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
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<tr>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
<td>☒ Dpt Discretion</td>
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</tbody>
</table>

### Proposed course cap (max class size)

25

### What qualified faculty will be available to teach this course?

Pawlowski, Perlich, Baird, Nelson

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**Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.**

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

If so, ☐ Yes; this course is repeatable
**What is the maximum number of credits that can be earned?** (Example: A topics course that a student can take more than once with a different topic.)

| The maximum credits it can be taken is _________ |
| ☒ No, this course is not repeatable |

**What is the primary delivery method for this course?**

| ☒ On-campus |
| ☐ On-campus HyFlex (on-campus and online synchronous at same time) |
| ☐ Online Asynchronous |
| ☐ Online Synchronous |
| ☒ Other, primary delivery will be on-campus; ONLS (or ONL) will be offered at department discretion for online students__________ |

---

**Complete only for new courses**

**Are there additional library or other resources needed that will need to be provided for this course not already available?**

| ☐ No, No additional resources are needed for this course |
| ☐ Yes, Additional resources are needed. Please indicate resources below: |
| 1. |

**What special property or service fee(s) would be charged to students taking this course?**

These charges would be for

1. Items retained by the student and have an educational or personal value beyond the classroom
2. Services on the student’s behalf (see MinnState Board Policy 5.11)

| ☐ No special property or fee(s) |
| ☐ Yes, there are special property or fee(s) requested |
| Amount per student: $ ___________________________ |
| Will be used for: _________________________________ |

---

**Complete this section only for course modifications**

**May this modified course replace the current course for students that remain in an old catalog?**

| ☒ Yes |
| ☐ No .... STOP; Instead drop the current course & submit a new course form |

**Do these modifications change any of the following?**

To review the common course outline for a course

1. Go to the [catalog](#)
2. Select Area of Study
3. Select course link for that subject in the bottom left
4. Select the course from list on the left side of the page
5. Click the “Common Course Outline” link at the end of the course description

For any YES answers, please provide updated information at the end of

| ☐ Yes, **Major Content Areas** will be updated. The updates are indicated below. |
| ☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate. |

| ☒ Yes, **Student Learning Outcomes** will be updated & updates are below. |
| ☐ No, I have reviewed common course outline following the directions on the left and determined the learning outcomes are accurate. |

| ☐ Max Class Size |
| ☐ Yes, what is the proposed new class size _____ |
Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?

To locate if this course is in any program, search the online catalog, as follows:
1. Go to the [catalog](#)
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)

| ☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program |
| ☒ Yes, I have checked, and this course is in the following program(s). |
| 1. Computer Science |
| 2. Environmental Science |
| 3. Political Science |

If yes, to previous question

| ☒ Yes, the department chair(s) have been notified of this course modification from their program(s) |
| ☒ Notification was done by email. Their response is copy/pasted below. |
| ☒ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below. |

| ☐ Notification was completed by phone on the following date. |
| Date: __________________________ |
| Who: __________________________ |

Indicate each person who a notification was sent to:
Derek Webb on 9/18; responded on 9/18
Patrick Donnay on 9/18; no response

Attach a sample syllabus for the course below.
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 1: COMMUNICATION*

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• 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: Public Speaking
Course prefix and number: COMM 1100
Credits: 3
Course description: 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.

Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites.
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
How often will this course be offered? Every semester
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

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

Goal Area 1: Communication
• Students need to take two courses and earn 6 or more credits

The overall purpose for this goal area is to develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. Students should complete introductory communication requirements early in their collegiate studies. Writing competency is reinforced by practice in writing-intensive courses and writing across the curriculum. Speaking and listening skills are reinforced through multiple opportunities for interpersonal communication, such as public speaking and discussion.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the seven listed competency (Core Curriculum learning outcomes) categories, A-G. Please checkmark the Core Curriculum learning outcomes / competencies met by the course under consideration.

Students will be able to:

__x__ A. Students will be able to demonstrate the ability to write and/or speak effectively, including invention, organization, drafting, revision, editing and presentation.
Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

___x___ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

___x___ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

___x___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability

___x___ Empathy

___x___ Communication

___x___ Knowledge (content; pursuit of; life-long learning)
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

Communication: Students will demonstrate the communication trait in both written and oral assignments. Students will assess their goals for public speaking and express those goals in both a written and verbal presentation. The communication trait will be integrated throughout the semester-long class as students will conduct research and choose ethical and credible sources for their informative, persuasive, and group presentations. Students will also critique other students’ written and verbal presentations and collaborate to improve their speech-crafting and presentation skills. The main objective of the class is to develop communication skills through writing and delivering speeches.

Knowledge: Students will learn appropriate strategies to critique and analyze speeches, learn speech-crafting skills to create presentation outlines and speaking notes, and assess relevant, credible, and ethical support materials. Students will write a pre-semester goals essay, a post-semester goals essay, and a reflective essay evaluating their informative speech.

STEP 4: ASSESSMENT & REPORTING

What will be accessed?
In 150 words or less, please describe how you will assess the Core Curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

Communication: Affective domain will be assessed with a pre- and post-assessment using the Personal Report of Public Speaking Anxiety Survey to determine students’ level of public-speaking anxiety at the beginning and the end of the semester. A comparison of scores will determine if their public-speaking anxiety has decreased over the semester. A written essay and verbal presentation will be used to assess students’ anxiety goals.

Communication (behavioral domain) will be assessed through pre and post-semester presentations, brief, low-stakes oral presentations, informative, persuasive, and group presentations using a skills rubric in oral presenting.

Knowledge: Cognitive (knowledge) domain will be assessed through exams, appropriate use of public-speaking protocols, critique of peer presentations, and activities linked to chapter activities.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

A report will include a spreadsheet of pre and post PRPSA scores.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 1 and 2) will be assessed in this course.

Please include the following supporting materials:

___x___ Course Syllabus, which includes:

___x___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
___x___ How you will assess the 1-2 Traits (required)

___x___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

_____ May include additional outcomes that do not map to the Core Curriculum (optional)

___x___ Representative material (example assignment, rubric, etc.) used to achieve and assess Goal Area learning outcomes and trait(s) (required)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjiSTATE.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
COMM 1100: Public Speaking
Fall 2022--Section 02
Meeting days and time: Mon, Wed, Fri. 1:00 p.m.—1:50 p.m.
Class Room: BG 218
Policy Sheet and Syllabus – Bemidji State University

Instructor: Cindy Nelson
Office: BG 102
E-mail: cindy.nelson@bemidjistate.edu
Phone: 218-755-

Office Hours:
Monday 2:30 p.m. -- 4:30 p.m. and by appointment
Tuesday 11:30 a.m.--1:30 p.m. and by appointment
Thursday on Zoom 9:00--10:00 a.m. and by appointment
Zoom: https://minnstate.zoom.us/j/99036053923 Passcode: connect
Meeting ID: 990 3605 3923

Public Speaking Class On Zoom
Join Zoom Meeting https://minnstate.zoom.us/j/96446377651 Passcode: present
Meeting ID: 964 4637 7651

Our Vision: We educate people to lead inspired lives.
Our Mission: We create an innovative, inter-disciplinary and highly accessible learning environment committed to student success and a sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the earth, and respect and appreciation for the diverse peoples of our region and world.

The Land Acknowledgement Statement: We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

Liberal Education Categories/Prerequisites: This course counts toward liberal education goal area 1 and 2 (3 credits). No required prerequisites.

Required Materials:

Supplemental Materials:

Additional APA guide:
Purdue Online Writing Lab: APA Style
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Technology Needs/Uses/Email/D2L:
- Please check the class D2L page daily
- Please check your BSU email daily
- Most assignments will be turned in hard copy AND submitted to D2L
- Do not upload assignments via E-mail unless approved
- Please create and upload documents in Word; Pages are inaccessible
- Students have free subscriptions to Zoom and Microsoft 365; please use both products
- A working camera and computer if we meet on Zoom
Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. This means collaborative, active application of content and verbal and nonverbal classroom participation.

- Participate in classroom group activities with a positive attitude
- Bring your text to class
- Take notes in class—write down important information
- Be attentive and provide supportive constructive feedback
- Engage in classroom discussion and group activities
- Read the material and complete assignments prior to class

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 Learning Outcomes align with University Liberal Education Areas 1 & 2; see curriculum matching after each outcome:

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<tr>
<th>Course Description</th>
<th>Course Learning Outcomes</th>
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| 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. | At the end of this course, you will be able to:  
1. Identify and apply fundamental communication concepts (exams) (GA 1 D, E; traits communication, knowledge)  
2. Demonstrate appropriate communication practices such as listening, verbal and nonverbal communication, critical thinking and ethics for specific audiences (exams, activities, and speech preparation) (GA 1 B, D; 2 A, D; traits communication, knowledge)  
3. Conduct appropriate audience analyses for presentations (activities and speech preparation) (GA 1 C, D; trait knowledge)  
4. Synthesize diverse research material for supporting claims (activities and speech preparation) (GA 1 A, C, 2 A, B; traits communication, knowledge)  
5. Assess the credibility and validity of sources (exams, activities and speech preparation) (GA1 C; trait knowledge)  
6. Present arguments and information from various points of view (activities and speech preparation) (GA 1 A, C, E, G; 2 A, C, D; traits communication, knowledge)  
7. Critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner (activities and speech preparation) (GA 1 C, D, F; traits communication, knowledge)  
8. Design (in writing) well-organized individual and group presentations with proper source documentation (activities and speech preparation) (GA 1 A, B, C, D, E, F, G; 2 A, B, C; traits communication, knowledge)  
9. Deliver (orally) well-organized individual and group presentations with proper source documentation (activities and speech preparation) (GA 1 A, B, D, F traits; communication, knowledge) |

COURSE REQUIREMENTS – used to accomplish and assess learning outcomes
Assignments are briefly outlined below; additional criteria and grade sheets will be provided separately.

1. Quizzes and Examinations: 20%
You will have in-class quizzes and two main exams, which will be a mixture of multiple choice, matching, true/false, fill in the blank, identification, application, and short answer. The material will come from the text, ppts, and material discussed in class. Put all electronics away for exams; anyone whose electronic device is seen during an exam will have their exam taken away and will earn a zero. Additionally, anyone who takes their uncorrected or corrected exam out of the room will earn a zero.

- Note that final exam period is the group presentation; there is no final exam
- Objectives assessed: 1-3-5-8

2. Presentations and Presentation Assessments: 65%
You will prepare and deliver three main presentations (informative, persuasive, and group) that will use formal speech preparation and research for support material. You also will practice various skills with presentations-in-brief and self-assessments. All three main presentations must be prepared and delivered to the classroom audience to earn credit for the class.

Main Presentations:
Informative Presentation (15%)
- Create and present an individual 5-7-minute informative presentation
- Present live to the classroom audience
- Complete a topic approval form and other applicable activities
- Use at least 5 credible and substantive sources
- Include a full-content outline as per sample, reference page, and your speaking notes on the day of your presentation.
- Record yourself and complete a self-critique
- Objectives assessed: 1-2-3-4-5-6-7-8-9

Informative Video Rehearsal and Self-Assessment
You will create a video rehearsal of your informative presentation and write a two-page paper that compares your rehearsal with your class presentation.
- Steps: Specifically, you will videotape a practice/rehearsal of your informative presentation outside of class
- Create a Zoom recording only
- Uploaded it with a link to D2L, (prior to class on the day of your informative speech), then give your presentation live in class
- Review your rehearsal and create a written analysis/comparison of your presentations while linking your analysis to text concepts
- Objectives assessed: 1-2-5-7-9

Persuasive Presentation (20%)
- Create and present an individual 5-7-minute persuasive presentation
- Present live to the classroom audience
- Complete a topic approval form and other applicable activities
- Demonstrate skills of persuasion using at least 8 credible and substantive sources
- Include a full-content outline as per sample, reference page, and your speaking notes on the day of your presentation.
- Objectives assessed: 1-2-3-4-5-6-7-8-9

Group Presentation (10%) (presented during finals week, so plan accordingly)
- In small groups, collaboratively create and present a 10-15-minute group presentation
- Analyze a campus or local topic and demonstrate co-operative group communication skills that will offer a solution or recommendations for your audience
- Utilize Monroe or Dewey Problem-Solving Model
- Choose a different topic from the individual presentations
- Topics should also be different from your individual presentations
- Prepare visuals for group presentation and incorporate at least 10 sources
- One group outline as per sample, a reference page, and all speaking notes will be turned in for a grade on the day of your presentation.
- Present live to the classroom audience
- Objectives assessed: 1-2-3-4-5-6-7-8-9

3. Presentations-In-Brief/Assessment of Speaking Skills: Building Blocks (20%)
- These are short presentations to build confidence and allow practice on specific skills
- They will vary in format, content, and written work submitted
- Unless for a university/specialized documented event, being absent on these days will earn you a zero for the presentation*
- Objectives assessed: 1-2-3-6-7-8-9

Pre-Goals Analysis Paper (and Presentation-in-brief)
- Complete a communication pre-anxiety instrument (Personal Report of Public Speaking Anxiety/PRPSA) which will be turned in with your presentation materials.
- Identify and explain three personal public speaking goals for the semester (adapted from *Simonds, Hunt, & Simonds, 2013)
- Write a short paper explaining your goals—submit in D2L and in hard copy on due date
- Share with the class in a very brief presentation
- Objectives assessed: 1-2-3-7-8-9
Post-Goals Analysis/Accomplishment Paper (and Presentation-in-brief)
- Complete a communication post-anxiety instrument (Personal Report of Public Speaking Anxiety/PRPSA) which will be turned in with your presentation materials.
- Write a short paper explaining how/if you met your three goals
- Share with the class in a very brief presentation.
- Objectives assessed: 1-2-3-7-8-9

General Guidelines for all Presentations
- Full-content outlines will be typed and properly formatted to the formal outline
- Hard copy, typed outlines are due in class the day you speak
- Upload an electronic copy to D2L prior to the start of class the day you are presenting
- Be present at the start of class on presentation days to demonstrate credibility, preparation, and cooperative learning
- Arriving late on the day of your presentation demonstrates lack of preparation – just know that you are starting at 90%
- 5% of your total presentation grade will be deducted for every day that you do not present on the day you are scheduled to speak; true emergencies need verification
- Missed critiques will earn a zero
- Students will use white notecards or hard-copy sheets of paper to present in an extemporaneous style

Professional Preparation—Graded For Presentations
- Think of this as real-world practice
- Adapt to the situation of professional presentations
- Please refrain from wearing the following during your presentations:
  - Logo or graphic-designed clothing—especially those with profanity and other offensive symbols
  - Revealing or inappropriate clothing (holey/ripped clothes, gym wear)
  - Hats, distracting clothing, coats, or accouterments such as lanyards or key chains
  - Masks may be removed while you are presenting—stay six feet away from other students

Additional expectations for main presentations:
There may be additions or changes in these guidelines and will be thoroughly reviewed for each assignment and presentation including submitted materials and visual aids; in-depth guidelines and criteria will be discussed before each presentation.

Time Limits:
- Each presentation has time limits
- Your grade will be deducted (2 pts for every 15 seconds (or fraction thereof) that you choose to go over or under the time) up to a maximum of a 10% letter grade deduction.
- Check specific criteria for time limits/penalties.
- Time cards will be held up to assist you, but be fully aware of these consequences as they are firmly applied.

Research/Sources:
- Research is required for your presentations
- Sources should be within the last 10 years unless needed for historical purposes.
- Find valid, credible, research-based sources that adequately support your topic and have enough information to make a complete APA, 7th edition citation.
- Cite sources in your outline and orally in speech
- Avoid plagiarism and follow the guidelines for each presentation

Peer Critiques:
- Guidelines will be provided for you to appraise your classmates’ presentations
- These anonymous critiques will be submitted each speaking day, graded for depth of comments, and distributed back to the speakers
- You will be graded for completing critiques, but your critique will not impact the speaker’s grade.

Recording:
- You will record yourself (only on Zoom) before your informative speech and submit it only to me
- Student speeches will be recorded, and you will critique one of your recorded presentations

Outlines:
- Submit a typed, printed, full-content, full-sentence outline with a reference page (APA style) on the day of your presentation for the informative, persuasive and group presentation
- Upload a copy prior to the start of class on the day of your presentation

**Speaking/Presentation Notes:**
- You may use the following for presentation notes:
  - **Eight** (one-side only) white note cards (3x5 or 4x6)
  - A presentational/key word outline (3 full sheets on white paper—one side only)
  - Presentation notes are turned in before your speech and you hand in your speaking notes after speaking

**Visual Aids:**
- Visual support material is required for two presentations—your group project will require visuals
- Choose either the informative or persuasive speech to use visuals—or use them for both speeches
- Keep a backup copy in your email just in case and/or make a hard copy that could be used on the document-camera—more options to follow as we near the first presentation

4. **Chapter Activities/Application/Preparation: 15%**
To demonstrate understanding of course material, chapter concepts will be applied to activities and assignments throughout the semester. These activities may include the following:
- Out-of-class assignments
- In-class activities
- Objectives assessed with chapter activities: 1-2-3-4-5-6-7-8-9

**Activity/Preparation Grading:**
To help with expectations for activities, each activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):
Assignments are to be word-processed (unless otherwise noted) and brought with you to class in hard copy and/or loaded in D2L prior to the start time of class.

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 three free days when absent; anything after that is a zero for any missed in-class work. Outside assignments do not get free days. Any 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.

**Grading Standards (Full Credit; Partial Credit; No Credit/None)**
- **A and B:** Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements. **Full:** The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices put away; collegiality) for in-class work.

- **B and C:** Meets requirements minimally or adequately; some creativity and initiative is shown. **Partial:** The response (or participation) is partially 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 was completed in class. Cell phone use/texting or working on a computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.

- **D and F:** Meets some requirements but deficient in others or not completed. **None:** Work not submitted/received. Absent for any in-class. You must be present to earn these in-class points (beyond your three free days) Using devices for non-class purposes will earn you a zero for that day.

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

**Attendance:**
- I will take attendance, and I’ll keep track of it.
- **Three absences/free** days will be allowed (e.g., dr. appt., sick, traveling, work, conferences, etc.) regarding daily, in-class work.
- Please note that 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.
- Not engaging in class activities (e.g., working on another class in this class, continual use of electronics, not engaging in class/group discussion), may count as an absence at instructor’s discretion.
● Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit.
● Use these wisely; I encourage you to attend each day!
● Any absences after three and up to seven total will earn a zero for in-class points on that day, and a 1% 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 nine absences (25% of the class), you have earned the right to fail the course regardless of your performance on assignments or exams.
● Please provide documentation for BSU-related absences; those absences do not count as your three free days.
● Incompletes: To be given by prior arrangement between the student and the instructor or in the case of a verifiable emergency.
● 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.
● Not all daily assignments will be posted on D2L as I may announce an assignment in class, so check with a classmate or me if you miss class.
● The final exam time is mandatory to attend
● In case of illness or unforeseen absences, I will need legitimate but “veiled” documentation
● An excused absence is reserved for those emergency instances that are beyond your control that can be documented (e.g., funeral, contracting COVID-19, family medical emergencies). I reserve the right to determine the “excused” nature of an absence. A vacation with your family, traveling for a non-sanctioned club sport, or a wedding is not an excused absence; if you know of these activities in advance, plan on these as your free days.

Extended leave circumstances:
If you need to be away from class for an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please plan with me when to complete any assignments due during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Documented university (e.g., sports, academic travel), or other specialized and legitimate activities beyond your control (e.g., legal, military) will be added up to account for one of your days. Please provide required documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel, 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/academics/authorized-excused-absences/

Extreme emergencies (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences.

Expectations of time for in-class contact hours and out-of-class preparation
For lecture-based courses, the university policy and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”
The expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any week.

Late Work/Outlines/Papers:
● Any late work (after the start of class or due date) up to one week, will receive 50% of total points earned.
● Nothing beyond one week will not be graded and will receive a zero.
● No shows for presentations, or any other reason for missing a presentation without valid documentation will likely earn a zero, or at the very most, 50% of total points earned. Regardless, presentations need to be made up within the week missed. If you missed on Monday, you need to present Wednesday.
● You may/may not be presenting in class; your public may be a group of faculty.
● Print your outline and other hard-copy assignments ahead of the day you speak
● You need to have loaded your outline in D2L to demonstrate a good faith effort of being prepared regardless of outside circumstances
● If you know you will be out of town for university activities or any other special circumstance (with valid documentation), coordinate with me in advance for your presentation
- Missing any of the three presentations (informative, persuasive, group) will earn you a failing grade for the course, as public speaking learning outcomes have not been met.

**Exams:** Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me before the day of the exam so your exam can be taken at a date decided upon by you and me, preferably before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incompletes:** Incompletes are not granted unless extreme/documentated circumstances make it impossible to finish the course.

**Professional Communication and Titles**
- Titles can be confusing and connote varying levels of familiarity. I want to be as fair as possible, so please refer to me as Ms. Nelson
- If you need to send me an email, please use professional email etiquette. Here’s an example:

  Hi Ms. Nelson,
  
  I’m preparing my persuasive speech, and I am confused about the section on using emotional appeals. Would you please clarify if using emotional appeals is ethical or not?
  
  Thanks for your time,
  
  Dolores Simon

**Classroom Environment of Professional and Respectful Behaviors:**
- Balanced and shared input
- Cooperative and respectful participation
- Respectful and critical listening
- Self-aware and appropriate communication (verbal and nonverbal)
- 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.” 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 and deal with possible administrative consequences.

  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/)

**Covid Protocols:** The Student Code of Conduct also applies to adherence of Covid Mitigation Protocols. Students will need to follow the current mitigation protocols within the classroom or deal with administrative consequences.

**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.

**Exceptions:**
1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up an assignment from D2L, looking up information related to a group activity, or accessing your e-textbook).
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. This respect is especially important during others’ presentations. ANY gadgets (or typing/writing your note cards) visible or used during presentations in class will earn you a zero for critical listening and will also affect your own presentation grade.

**Zoom Etiquette:**
- Please join on time and do a technology check beforehand-sign in with your BSU account
- Choose a place that will enable you to focus on class and your classmates.
- No driving or riding in a motorized or wheeled vehicle while on Zoom
- Please refrain from engaging in household chores or tasks. Slip out quietly and re-enter if you need to step away from class for a couple of minutes.
- Feel free to use a virtual background, but keep it simple, respectful, and appropriate.
- Dress appropriately, sit up tall (no reclining please), and keep your camera and microphone on.
- Please engage with your entire face showing. I want to see more than the top of your head.
- Please use the name you want to be called in class on your Zoom Video
• Choose gallery view so you can see your classmates and they can see you
• I will do my very best to foster a professional and collegiate experience, but that involves everyone’s cooperation.
• Remain in class the entire time that we are meeting. Be reminded that the class will probably be videotaped for absent students to view.
• Participate in classroom group activities with a positive attitude

Zoom etiquette and expectations are included in grading “In-Class Activities.” Failure to comply with expectations can impact your grade; participants can also be removed from the Zoom meeting. Please email me ahead of time if you have a unique and rare situation that you think might be problematic. The intention is to meet in person for the semester, but we may use Zoom for office hours or for class if BSU mandates distance learning.

Using Class Materials/Copyrighted Material:
• Please respect the use of course materials; they should only be used for course purposes.
• Class sessions and materials contain my own and others’ intellectual property, so any and all material created for this course is copyrighted
• 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.

Helpful Student Resources:
• The Student Center for Health and Counseling is located on the first floor in Cedar Hall; phone (218) 755-2053 https://www.bemidjiSTATE.edu/services/health-counseling/
• Information Technology Services is located in Room 161 Deputy Hall. The phone # is 218-755-3777
• Accessibility Services
If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjiSTATE.edu. Additional information related to these issues can also be found at: https://www.bemidjiSTATE.edu/services/accessibility. If you have a documented disability; see me before or after class if you need to inform me of these services.
• The Advising Success Center is located in Decker 202; phone (218) 755-4226 https://www.bemidjiSTATE.edu/services/advising-success-center/
• Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.
• Printing is Free On Campus

Cancelling of Class:
• Look at the BSU website for announcements
• Listen to media outlets
• Read your email and postings in D2L Announcements
• Be aware of a sign on the classroom door announcing that class is cancelled

Academic Integrity and Plagiarism
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 includes using materials from other students from this same course or any other course (currently or previously) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented. Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/handbook/

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<th>Graded Assignments</th>
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<td>• Group Presentation</td>
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<td>○ Includes supporting materials</td>
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<td>• Presentations-In-Brief/Assessment Skills</td>
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<td>○ Self-Videotape of Informative &amp; Assessment</td>
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<td>• Chapter Activities/Application/Preparation</td>
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<td>chapter activities, outside critiques, group progress reports, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PERCENTAGE</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Scale:**
Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Please refer to additional information regarding grading in the syllabus.

<table>
<thead>
<tr>
<th>Grade Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ 97—100</td>
</tr>
<tr>
<td>B+ 87—89.99</td>
</tr>
<tr>
<td>C+ 77—79.99</td>
</tr>
<tr>
<td>D+ 67—69.99</td>
</tr>
<tr>
<td>A  90—96.99</td>
</tr>
<tr>
<td>B  80—80.99</td>
</tr>
<tr>
<td>C  70—76.99</td>
</tr>
<tr>
<td>D  60—66.99</td>
</tr>
<tr>
<td>F  59.99 and below</td>
</tr>
</tbody>
</table>
# Semester Outline of Activities and Speeches
The following information is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity In-class and What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 22</td>
<td>Introduction to Course--walk through D2L, word documents, uploading materials, and printing Syllabus/Course Expectations Explain Partner Assignment and Student-Data Paper</td>
<td>Assign Student-data questionnaire and PRPSA—submit on D2L and hard-copy</td>
</tr>
<tr>
<td>W1</td>
<td></td>
<td>Assignment Due: Student-data questionnaire and PRPSA—submit on D2L and hard-copy  In-class: Pair up &amp; interview for partner introductions</td>
</tr>
<tr>
<td>Wed., Aug. 24</td>
<td>Complete course expectations Explain partner assignment</td>
<td></td>
</tr>
<tr>
<td>Fri., Aug. 26</td>
<td>Class Quiz on D2L Explain Pre-Goals Paper and Presentation</td>
<td>In-class: Partner introductions—class takes notes Bring a laptop, if possible, for D2L Quiz—not mandatory</td>
</tr>
<tr>
<td>Mon., Aug. 29</td>
<td>Ch. 1 Highlights/outline assigned Review PRPSA Paper and Presentation</td>
<td>First draft of goals paper due Work on Notecards</td>
</tr>
<tr>
<td>W2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Aug. 31</td>
<td>Review Ch. 1 and pre quiz on Ch. 2 Notes on Ch. 2—Public Speaking Anxiety Draw names for order of presenting one-minute speeches</td>
<td>Chapter 1 outline due In-class activity on Ch. 2</td>
</tr>
<tr>
<td>Fri., Sept. 2</td>
<td>Chapters 3 (Importance of Listening) and 4 (Speak Ethically)</td>
<td>PRPSA-One-Minute Presentations and hard-copy and (uploaded in D2L) paper due In-class quiz on chapter 2</td>
</tr>
<tr>
<td>Mon., Sept. 5</td>
<td>Labor Day—No Classes</td>
<td></td>
</tr>
<tr>
<td>W3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed, Sept. 7</td>
<td>Debrief on One-minute presentations Review Ch. 3 and 4</td>
<td>Chapters 3 (Listening) and 4 (Speaking Ethically) assignments due</td>
</tr>
<tr>
<td>Fri., Sept. 9</td>
<td>Introduce Informative Speaking Criteria Pre quiz on Chapters 5 (Know and Adapt to your Audience) and 6--Purpose and Topic</td>
<td>Practice Zoom Session Recording yourself—media space Office hours Classroom Zoom</td>
</tr>
<tr>
<td>Mon., Sept. 12</td>
<td>Chapter 14—Speaking to Inform</td>
<td>In-class, post quiz for Chapters 5 and 6 In-class speaking activity—introducing a colleague</td>
</tr>
<tr>
<td>W4</td>
<td>Citing Sources, creating a reference page, and Following APA Guidelines Chapters 7, 8, and 9—Locating and Evaluating Support Materials and Citing Sources</td>
<td>Outline due for Ch. 14 and inform topic approval due—submit to D2L and hard copy</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Details</td>
</tr>
<tr>
<td>----------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fri., Sept. 16</td>
<td>Chapters 10 (Outline Your Speech), 11 (Organize the body of the speech)</td>
<td>Explain Group Informative Speech assignment</td>
</tr>
<tr>
<td>Mon., Sept. 19</td>
<td>Conclude Chapters 10 and 11</td>
<td>In-class assignment on outlining due for Chapters 10 and 11</td>
</tr>
<tr>
<td>W5</td>
<td>Present assigned intro or conclusion with partner—presentations-in-brief</td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 21</td>
<td>Chapter 12—introductions and Conclusions</td>
<td>In-class assignment on writing intros/conclusions</td>
</tr>
<tr>
<td>Fri., Sept. 23</td>
<td>Critique student informative speeches</td>
<td>Present group informative practice speech</td>
</tr>
<tr>
<td></td>
<td>Review criteria and critique sheets</td>
<td>Sign up/draw for order of presentations</td>
</tr>
<tr>
<td>Mon., Sept. 26</td>
<td>Review for Exam One</td>
<td>In-class peer assignment for Inform Video and Presentation</td>
</tr>
<tr>
<td>W6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed., Sept. 28</td>
<td></td>
<td>Exam One—Covers Chapters 7, 8, 9, 10, 11, and 14 and outside notes</td>
</tr>
<tr>
<td>Fri., Sept. 30</td>
<td>Conducting meaningful peer critiques</td>
<td>In-class peer assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finalize video recording</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informative outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>References check</td>
</tr>
</tbody>
</table>
| Mon., Oct. 3   | Begin Informative Presentations                                                       | Complete and upload the following before 1:00 p.m. on the day you speak:
<p>| W7             |                                                                                      | - All videotaped rehearsals in D2L                                  |
|                |                                                                                      | - Preparation Outline with references page (hard copy and D2L)        |
|                |                                                                                      | - Visuals in labeled assignment folder                               |
|                |                                                                                      | Peer critiques conducted in class                                    |
|                |                                                                                      | Reflection is due two days after you present—submit electronically on D2L |
| Wed., Oct. 5  | Informative Presentations                                                            | See submission materials for day one of Informs                     |
| Fri., Oct. 7   | Informative Presentations                                                            | See submission materials for day one of Informs                     |
| Mon., Oct. 10  | Informative Presentations                                                            | See submission materials for day one of Informs                     |
| W8             |                                                                                      |                                                                        |
| Wed., Oct. 12  | Informative Presentations                                                            | See submission materials for day one of Informs                     |
|                | Explain criteria for persuasive presentations                                        |                                                                        |
| Fri., Oct. 14  | Informative Presentations                                                            | See submission materials for day one of Informs                     |
|                | Discuss Chapter 22--Using Presentation Aids Effectively                              |                                                                        |
| Mon., Oct. 17  | Introduce Chapter 15—Speak to Persuade                                              | Chapter 22 assignment due                                            |
| W9             |                                                                                      | In-class assignment on persuasive topics                             |
| Wed., Oct. 19  | Organization of Persuasive Outlines                                                  | Chapter 15 assignment due                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Oct. 21</td>
<td>Duty day—no classes</td>
<td></td>
</tr>
<tr>
<td>Mon., Oct. 24</td>
<td>Conclude Ch. 16—Practice Persuasiveness</td>
<td>Assignment Due: Persuasive Topic Approval Form in D2L and hard copy</td>
</tr>
<tr>
<td>Wed., Oct. 26</td>
<td>Critique student persuasive speeches</td>
<td>In-class assignment/methods of persuasion and citing sources and critiquing student speeches</td>
</tr>
<tr>
<td>Fri., Oct. 29</td>
<td>Review For Exam 2-- Covers chapters 11, 12, 15, 16, and 22 and outside notes</td>
<td>Self and peer check list for persuasive outlines</td>
</tr>
<tr>
<td>Mon., Oct. 31</td>
<td>Conclude Ch. 16—Practice Persuasiveness</td>
<td>Exam Two--Covers chapters 11, 12, 15, 16, and 22 and outside notes</td>
</tr>
<tr>
<td>Wed., Nov. 2</td>
<td>Persuasive peer critiques</td>
<td>In-class assignment—Nonverbal communication in persuasive speaking</td>
</tr>
<tr>
<td>Fri., Nov. 4</td>
<td>Begin Persuasive Presentations</td>
<td>Begin Persuasive Presentations</td>
</tr>
<tr>
<td>Mon., Nov. 7</td>
<td>Begin Persuasive Presentations</td>
<td>See submission materials for day one of Persuasives</td>
</tr>
<tr>
<td>Wed., Nov. 9</td>
<td>Persuasive Presentations</td>
<td>See submission materials for day one of Persuasives</td>
</tr>
<tr>
<td>Fri., Nov. 11</td>
<td>Veteran’s Day—No class</td>
<td></td>
</tr>
<tr>
<td>Mon., Nov. 14</td>
<td>Persuasive Presentations</td>
<td>See submission materials for day one of Persuasives</td>
</tr>
<tr>
<td>Wed., Nov. 16</td>
<td>Persuasive Presentations</td>
<td>See submission materials for day one of Persuasives</td>
</tr>
<tr>
<td>Fri., Nov. 18</td>
<td>Persuasive Presentations</td>
<td>See submission materials for day one of Persuasives</td>
</tr>
<tr>
<td>Mon., Nov. 21</td>
<td>Review 1-Minute Presentation</td>
<td>Fall Break Tributes presented in class</td>
</tr>
<tr>
<td>Wed., Nov. 23</td>
<td>Faculty Duty Day—No Classes</td>
<td>Public Speaking Celebration</td>
</tr>
<tr>
<td>Fri., Nov. 25</td>
<td>Thanksgiving Break—No classes</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Mon., Nov. 28 W 15 | Partner Check on PRPSA paper and presentation | 1-Minute Presentations (presentation-in-brief)  
Assignment Due: Post Goals Analysis Paper & PRPSA (hard copy & D2L)  
Present 1-Minute Presentations--Post-Semester Goals |
| Wed., Nov. 30 | 1-Minute Presentations (presentation-in-brief) | 1-Minute Presentations (presentation-in-brief)  
Assignment Due: Post Goals Analysis Paper & PRPSA (hard copy & D2L)  
Present 1-Minute Presentations--Post-Semester Goals |
| Fri., Dec. 2 | Group Work on Final Projects | Rough draft of outline for group project  
Without sources |
| Mon., Dec. 5 | Last day of regular class  
Group Work -- Final Projects | Rough draft of outline for group project with sources |
| Tuesday, Dec. 13 3:30-5:30 | There is no final exam—we’ll meet on this day to deliver group presentations (in our classroom)  
Group outline/references/speaking notes/peer critiques  
**visuals and presentation outline in respective assignment folders by 3:00 p.m.** | **visuals and presentation outline in respective assignment folders by 3:00 p.m.** |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form

Use this form to:
Modify an existing course or propose a new course in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course information</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Only complete this side for a course modification)</td>
<td>(Complete this side for all new or modified courses)</td>
</tr>
<tr>
<td>Subject (i.e. SOWK)</td>
<td>Subject (i.e. SOWK)</td>
</tr>
<tr>
<td>COMM 2100</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>☒ 3 credits</td>
<td>☒ 3 credits</td>
</tr>
<tr>
<td>☐ 1 credit</td>
<td>☐ 1 credit</td>
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<tr>
<td>☐ 2 credits</td>
<td>☐ 2 credits</td>
</tr>
<tr>
<td>☐ 4 credits</td>
<td>☐ 4 credits</td>
</tr>
<tr>
<td>☐ 5 credits</td>
<td>☐ 5 credits</td>
</tr>
<tr>
<td>☐ Other ( )</td>
<td>☐ Other ( )</td>
</tr>
<tr>
<td>Course Title</td>
<td>Course Title</td>
</tr>
<tr>
<td>Career &amp; Professional Communication</td>
<td>No Changes</td>
</tr>
<tr>
<td>Abbreviated Title (20 characters total)</td>
<td>Abbreviated Title (20 characters total)</td>
</tr>
<tr>
<td>Career &amp; Prof Comm</td>
<td>No Changes</td>
</tr>
<tr>
<td>Course Description</td>
<td>Course Description</td>
</tr>
<tr>
<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 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.</td>
<td>No changes</td>
</tr>
<tr>
<td>Undergrad Course Number</td>
<td>Undergrad Course Number</td>
</tr>
<tr>
<td>2100</td>
<td>No Changes</td>
</tr>
<tr>
<td>Undergrad Prerequisites</td>
<td>Undergrad Prerequisites</td>
</tr>
<tr>
<td>None</td>
<td>No Changes</td>
</tr>
<tr>
<td>If applicable, Graduate</td>
<td>If applicable, Graduate</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Number</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td>If applicable, Graduate Prerequisites</td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>Maximum of two core curriculum goal area(s)</td>
</tr>
<tr>
<td>☒ Core Goal 1 Communication</td>
<td>☒ Core Goal 1 Communication</td>
</tr>
<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>☐ Core Goal 6 Humanities and the Arts</td>
<td>☐ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>☐ Core Goal 7 Human Diversity</td>
<td>☐ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>☐ Core Goal 8 Global Perspective</td>
<td>☐ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
</tr>
</tbody>
</table>

Note: If course includes core curriculum goal areas also complete the applicable core curriculum forms.

<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the</td>
<td>No Changes</td>
</tr>
<tr>
<td>1. Appreciating diversity in the workplace</td>
<td></td>
</tr>
<tr>
<td>2. Communication patterns in organizations</td>
<td></td>
</tr>
<tr>
<td>3. Creating and delivering good news, neutral news, bad news</td>
<td></td>
</tr>
<tr>
<td>4. Creating professional electronic messages</td>
<td></td>
</tr>
<tr>
<td>5. Delivering professional presentations</td>
<td></td>
</tr>
<tr>
<td>6. Effective listening</td>
<td></td>
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<tr>
<td>7. Giving and receiving feedback</td>
<td></td>
</tr>
<tr>
<td>8. Individual and team presentations</td>
<td></td>
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<tr>
<td>9. Interpersonal communication in the workplace</td>
<td></td>
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<tr>
<td>10. Introduction to the Communication Process</td>
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</tr>
<tr>
<td>11. Managing conflict in business relationships</td>
<td></td>
</tr>
<tr>
<td>12. Nonverbal communication in organizations</td>
<td></td>
</tr>
<tr>
<td>13. Organizational models of communication</td>
<td></td>
</tr>
<tr>
<td>14. Organizing and preparing written proposals</td>
<td></td>
</tr>
</tbody>
</table>
| Current major content areas into this area. | 15. Participation and communication in leadership in teams  
16. Professional visual aids  
17. Researching and supporting ideas  
18. Small group communication and problem solving. |  
| Current Learning Outcomes | 1. 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.  
2. design in writing well-organized individual and group presentations used in the workplace with logical arguments and proper source documentation.  
3. present business messages in appropriate formats and venues (e.g., business meetings, small group discussions).  
4. critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner.  
5. identify, explain, and apply communication concepts and principles used in organizational settings.  
6. research, evaluate and synthesize contemporary workplace communication issues from various points of view.  
7. deliver professional well-organized individual and group public speaking presentations used in the workplace with logical arguments and proper source documentation.  
8. 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.). |  
| Proposed Learning Outcomes | 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.  
Please reference Blooms Taxonomy action verbs  
Start each with “Students will ..”  
design in writing well-organized individual and group presentations used in the workplace with logical arguments and proper source documentation.  
present business messages in appropriate formats and venues (e.g., business meetings, small group discussions).  
critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner.  
identify, explain, and apply communication concepts and principles used in organizational settings.  
research, evaluate, and synthesize contemporary workplace communication issues from various points of view.  
deliver professional well-organized individual and group public speaking presentations used in the workplace with logical arguments and proper source documentation.  
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.). |  
<p>| Indicate the reason for course modification or new course creation | We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements. |</p>
<table>
<thead>
<tr>
<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ All years</td>
<td>☒ All years</td>
<td>☐ All years</td>
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<tr>
<td>☐ Even years</td>
<td>☐ Even years</td>
<td>☐ Even years</td>
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<tr>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
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<tr>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
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</tr>
</tbody>
</table>

| Proposed course cap (max class size) | 25 |

| What qualified faculty will be available to teach this course? | Pawlowski, Perlich, Baird |

---

**Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.**

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

- ☐ Yes; this course is repeatable
  - The maximum credits it can be taken is ________
- ☒ No, this course is not repeatable

<table>
<thead>
<tr>
<th>What is the primary delivery method for this course?</th>
<th>☒ On-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ On-campus HyFlex (on-campus and online synchronous at same time)</td>
<td></td>
</tr>
<tr>
<td>☐ Online Asynchronous</td>
<td></td>
</tr>
<tr>
<td>☐ Online Synchronous</td>
<td></td>
</tr>
<tr>
<td>☒ Other, primary delivery will be on-campus; ONLS (or ONL) will be offered at department discretion for online students__________</td>
<td></td>
</tr>
</tbody>
</table>

Are there additional library or other resources needed that will need to be provided for this course not already available?

- ☐ No, No additional resources are needed for this course
- ☐ Yes, Additional resources are needed. Please indicate resources below:
  1. 

What special property or service fee(s) would be charged to students taking this course?

- ☐ No special property or fee(s)
- ☐ Yes, there are special property or fee(s) requested
  - Amount per student: $ _______________________
  - Will be used for: _______________________________

Complete only for new courses

- ☒ On-campus
- ☐ On-campus HyFlex (on-campus and online synchronous at same time)
- ☐ Online Asynchronous
- ☒ Online Synchronous
- ☒ Other, primary delivery will be on-campus; ONLS (or ONL) will be offered at department discretion for online students__________

- ☐ No, No additional resources are needed for this course
- ☐ Yes, Additional resources are needed. Please indicate resources below:
  1. 

What special property or service fee(s) would be charged to students taking this course?

- ☐ No special property or fee(s)
- ☐ Yes, there are special property or fee(s) requested
  - Amount per student: $ _______________________
  - Will be used for: _______________________________

- ☒ On-campus
- ☐ On-campus HyFlex (on-campus and online synchronous at same time)
- ☐ Online Asynchronous
- ☒ Online Synchronous
- ☒ Other, primary delivery will be on-campus; ONLS (or ONL) will be offered at department discretion for online students__________

- ☐ No special property or fee(s)
- ☐ Yes, there are special property or fee(s) requested
  - Amount per student: $ _______________________
  - Will be used for: _______________________________

Complete only for new courses

- ☒ On-campus
- ☐ On-campus HyFlex (on-campus and online synchronous at same time)
- ☐ Online Asynchronous
- ☒ Online Synchronous
- ☒ Other, primary delivery will be on-campus; ONLS (or ONL) will be offered at department discretion for online students__________

- ☐ No special property or fee(s)
- ☐ Yes, there are special property or fee(s) requested
  - Amount per student: $ _______________________
  - Will be used for: _______________________________
### Complete this section only for course modifications

<table>
<thead>
<tr>
<th>May this modified course replace the current course for students that remain in an old catalog?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
</tr>
<tr>
<td>□ No .... STOP; Instead drop the current course &amp; submit a new course form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do these modifications change any of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Major Content Areas will be updated. The updates are indicated below.</td>
</tr>
<tr>
<td>☑ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
</tr>
</tbody>
</table>

| ☑ Student Learning Outcomes will be updated & updates are below.                               |
| □ No, I have reviewed common course outline following the directions on the left and determined the learning outcomes are accurate. |

<table>
<thead>
<tr>
<th>□ Max Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, what is the proposed new class size _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑ Yes, I have checked, and this course is in the following program(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science, Environmental Communication, Integrated Media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☑ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Computer Science</td>
</tr>
<tr>
<td>2. Environmental Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, to previous question</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes, the department chair(s) have been notified of this course modification from their program(s)</td>
</tr>
</tbody>
</table>

| ☑ Notification was done by email. Their response is copy/pasted below. |
| □ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below. |

| □ Notification was completed by phone on the following date. |
| Date: _______________________

---

behalf (see MinnState Board Policy 5.11)
Who: _______________________

Indicate each person who a notification was sent to:
Derek Webb 9-18, responded 9-18; Virgin Bakken 9-18, responded 9-20
Notification was not sent because the course has not been changed.

Attach a sample syllabus for the course below.
CORE CURRICULUM COURSE SUBMISSION FORM  
GOAL AREA 1: COMMUNICATION*

This form should be completed for the following circumstances:

- For a new course proposed for the Core Curriculum
- 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 & 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? NO

Reasons for creating this course: To effectively fulfill course outcomes necessary for student learning, to align with MNSCU transfer of 3 hours in this course, and to match national standards. We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

How often will this course be offered? Each Semester

What is the projected maximum class size (cap)? 24

* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.

* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

_______________________________________________________________________

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

Goal Area 1: Communication
- Students need to take two courses and earn 6 or more credits

The overall purpose for this goal area is to develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. Students should complete introductory communication requirements early in their collegiate studies. Writing competency is reinforced by practice in writing-intensive courses and writing across the curriculum. Speaking and listening skills are reinforced through multiple opportunities for interpersonal communication, such as public speaking and discussion.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the seven listed competency (Core Curriculum learning outcomes) categories, A-G. Please checkmark the Core Curriculum learning outcomes / competencies met by the course under consideration.

Students will be able to:

X A. Students will be able to demonstrate the ability to write and/or speak effectively, including invention, organization, drafting, revision, editing and presentation.

X B. Students will be able to demonstrate how to effectively participate in group work with emphasis on empathy, listening, thinking critically and reflectively;
X C. Students will be able to locate, evaluate, and synthesize in a responsible manner, material from diverse sources and points of view;

X D. Students will be able to select communication appropriate for audiences, adapting to the needs of the other parties in conversation;

X E. Students will be able to use reason to construct logical and coherent arguments;

X F. Students will be able to identify authority, point-of-view, and individual voice and style in the writing of others and adapt it into their own writing and/or speaking;

X G. Students will be able to demonstrate adaptability in the use of language appropriate to academic disciplines and the professional world.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 valuesensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

X B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

X C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

X D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

______ Adaptability ______ Empathy

X Communication X Knowledge (content; pursuit of; life-long learning)

______ Creativity ______ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:
As per the course description, “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.” The content of this course is prima facie about the study of human communication (communication) and helping students learn how to find their voice (knowledge) in the betterment of both personal and professional goals.

STEP 4: ASSESSMENT & REPORTING

What will be accessed?
In 150 words or less, please describe how you will assess the Core Curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

This course will assess cognitive (knowledge), behavioral (communication), and affective knowledge domains. Course content is assessed via examinations and writing measures. Behavioral objectives are assessed using pretest and posttest assessment of presentations. Student growth in affective domains will be measured using pretest and posttest data gathered through the McCroskey’s PRCA-24 instrument.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 1 and 2) will be assessed in this course.

Please include the following supporting materials:

X  Course Syllabus, which includes:
   X  Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
   X  Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
   X  1 – 2 of the Six Traits of Academic Resilience from Step 3(required)
   X  How you will assess the 1-2 Traits (required)
   X  Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

May include additional outcomes that do not map to the Core Curriculum (optional)

X  Representative material (example assignment, rubric, etc.) used to achieve and assess Goal Area learning outcomes and trait(s) (required)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
Course Objectives

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 Categories/Prerequisites: This 3-credit course counts toward liberal education goal areas 1 and 2. No required prerequisites.

Course Learning Outcomes (these outcomes align with University Liberal Education Areas 1 and 2):

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, presentations, group project, chapter activities). GA 1 (c, d, e) & GA 2 (c, d); trait communication & knowledge.
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 (presentations, group project, chapter activities). GA 1 (a, b, d, f) & GA 2 (a, b); trait communication.
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, presentations, group project, chapter activities). GA 1 (a, d, e, f, g) & GA 2 (a, c); trait communication.
4. Critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner (exams, group project, chapter activities). GA 1 (a, d) & GA 2 (c, d); trait communication.
5. Present business messages in appropriate formats and venues (e.g., business meetings, small group discussions) (presentations, chapter activities). GA 1 (a, b, c, d, g) & GA 2 (a, b, c, d); trait communication.
6. Research, evaluate and synthesize contemporary workplace communication issues from various points of view (exams, presentations, group project, chapter activities). GA 1 (a, b, c, d, e, f, g) & GA 2 (a, b, c, d); trait knowledge.
7. Design in writing well-organized individual and group presentations used in the workplace with logical arguments and proper source documentation (exams, presentations, group project, chapter activities). GA 1 (a, b, c, d, e, f, g) & GA 2 (a, b, c, d); trait communication.
8. Deliver professional well-organized individual and group public speaking presentations used in the workplace with logical arguments and proper source documentation (presentations, group project). GA 1 (a, b, d, f, g); trait communication.

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 will highlight some content, but not cover everything that might be on the exams “in class.” I encourage you to read the chapters, look over ppts, and/or outline the chapters on your own before coming to class; and to take additional notes in class. As a general rule, our classroom should be “second exposure” to 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 speeches. Some material

1 Password for OFFICE LINK is “COMM.” These are office hours available for students, but I will be available for additional appointments. I will send a note if other meetings conflict with office hours, as there will occasionally be scheduled meetings beyond my control. Office hours for Spring 2022 will likely be held via Zoom™.
may be added or modified – 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 meeting the course outcomes and/or benefit for your learning. I will inform you of changes verbally and/or in writing.

Assignments, Evaluations, and Assessments

Each student's grade will be determined through a variety of written and oral assignments. Critique sheets will be shared with the students prior to the assignment. Written work is generally expected to demonstrate three levels of knowledge—explanation, application, and evaluation (roughly one-third of each component in every written assignment). Late work will be reviewed by the instructor but will not receive a grade. As a general rule, missed presentations cannot be made up. If a student knows they will be missing class in advance (via an excused absence) they must turn in and complete assignments prior to missing class. This is especially the case for students involved in on campus activities. The following assignments are due in this class:

1. **Chapter Exams: 25% (200 points)**
   To assess and examine your knowledge of the material, there will be exams over most chapters. Exams will be a mixture of multiple choice, matching, true/false, identification, fill-in-the-blank, application, and short answer. Not all of these elements will be on each quiz; I will mix up the format to tap into your various learning styles. 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 the exam taken away and will earn a zero.
   - **Outcomes assessed:** 1-3-4-6-7

<table>
<thead>
<tr>
<th>Context for Course and Presentations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In teams of five or six, you will become a management team within the larger BSU organization and/or Bemidji community. Your group will be the basis for most of our assignments and presentations throughout the semester. Serving as a committee within the larger organization will allow us to have a context for the course, emphasize the importance of professional communication, as well as practice simulated presentations. Your group will be responsible for creating a mission (a.k.a. task or “charge”)—this charge will lead to a proposal for presentation.</td>
</tr>
<tr>
<td>Your management team 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 presentation and written proposal.</td>
</tr>
<tr>
<td>For presentations, you will use research for support material. 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, <strong>you should look — act — and speak as if you are presenting yourself in a professional public setting.</strong> Presentations will include a variety of 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.</td>
</tr>
<tr>
<td>You will receive criteria for each presentation in more detail — below identifies brief descriptions of presentations.</td>
</tr>
<tr>
<td>Missing ANY of the presentations 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.</td>
</tr>
</tbody>
</table>

2. **Leading and Attending Meetings: 19% (150 points)**
   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 and attend 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, assigning tasks to your group members, and having someone take minutes who will create follow-up minutes. You will have at least 5 meetings this semester; everyone will have equal opportunity to practice leading a meeting. Each member of the group will lead the group AND record the meeting using ZOOM. You will also conduct a quick post-meeting analysis to help each other strengthen your meetings as you progress throughout the semester. Minutes from the meeting will be submitted to group members and cc’d to me. Grades are based on the professionalism of your written, verbal, and interactive communication. Points for this assignment are awarded as follows:
   - **Agenda (50 points):** Includes setting and distributing an agenda in advance of the meeting, leading the meeting, assigning tasks to your group members, and having someone take minutes who will create follow-up minutes.
   - **Narrative memo (50 points):** Jeff Bezos (Amazon) is well-renowned for his approach to team meetings. At each meeting, one person will be the appointed “agenda leader” while another develops the problem-solving “narrative memo.” The most important part of a narrative memo is the structure and organization used in the construction of the memo—you will learn about these organizational structures in our class.
   - **Attendance and participation (50 points):** These points are awarded for attending all meetings, taking minutes (at least
As a group, you will create a grid of meetings dates (pre-set), as well as tasks for each meeting. This will help you (and me) track your meeting progress.

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

3. **Presentations: 44% (350 points)**

In order to gain confidence and practice communication skills in public presentations, you will prepare a variety of individual and group presentations throughout the semester. These will vary in length and criteria; class size will determine final timeframes. Hard copy typed written work (and D2L submissions) will accompany your presentations. Unless for a university/specialized documented event, being absent on these days will earn you a zero for the presentation (and the course).

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

- **Individual Presentation—Speech of Definition: 100 points**
  Presentations will be 4-6 minutes in length. A typed full-content outline (not paragraph or manuscript style) with an introduction, body, conclusion, 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 the provided sample. Outline writing means one full sentence per line and that the sub-organization structure logically fits under the main claims and arguments. The outline should be detailed enough so that someone else could give your presentation by reviewing your outline. Hard copy typed outlines are due in class the day you speak, and an electronic copy uploaded to D2L prior to the start of class the day you are presenting.

  *While research sources may not always be orally cited for presentations within the organization, you will incorporate research to practice utilizing sources appropriately in these presentations so you are prepared for a variety of audiences.*

- **Individual Presentation—Impromptu Speaking: 100 points**
  One of the most useful skills you can develop for a productive career in nearly every profession is the ability to construct an impromptu speech. An impromptu presentation is created with little preparation. Some people WRONGLY believe that an impromptu speech implies zero preparation—that’s far from the truth. We will determine the topics for this speech as the semester unfolds, however, plan on turning in notecards that reflect a strong grasp on organization. You will be primarily graded on structure.

- **Group Presentation & Project-based Learning: 150 points**
  Many times, we are asked to be a part of (and present at) various conferences related to our organizations and expertise. The purpose of this assignment is for you to engage in a practical group experience, to demonstrate how current research/data and communication choices may influence decisions, and to learn how to communicate with group members and external audiences on projects.

  A major portion of your grade for this class involves engaging in project-based learning with members of a group. Essentially, the assignment will require you to present as a team in the format of a persuasive speech. The specific elements of the assignment require you to assemble research materials and construct a bibliography; create a persuasive speech regarding a social problem; and develop handouts, supplemental materials, activities, and presentation materials for a balanced, well integrated, and thorough presentation on a problem in our society. In short, the purpose of the assignment is to provide you with the opportunity to apply course material, concepts, and theories as you develop a group assignment.

  Your group will ultimately be assessed based on an in-class presentation. All members of the group will receive the same points for the presentation. The written work required at the time of presentation is a detailed full-sentence formal outline (with references cited in the outline) AND you will create one group written executive summary and report, presentation notes, and a references page based upon your research (10 outside sources total), and give a 20-30 minute group presentation. Please note that Wikipedia, encyclopedias, quick pop 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.

  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 and you will share all of your sources verbally during your group presentation. Depending on your presentation, you may also show a video clip or other visuals to add clarity.

  You will turn in periodic progress reports (ZOOM recordings) during your project as well as a final business
report/proposal to your instructor as 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 group assessment regarding your project (50 points). You will do this individually.

I will provide more details about this project in a separate handout.

*All projects will need prior approval.

Groups have the option of “voting-out” a member who fails to make adequate commitments to the group or does not meet the requirements established by the group (“the group has spoken”). If a student is dismissed by a unanimous vote of the group, they may attempt to join another functioning group in the class. If they cannot gain entry the student will receive a zero for the group project. Thus, it is essential that you work responsibly with your group.

4. Chapter Activities/Application/Preparation: 12% (100 points)
Outside and in-class assignments will parallel chapters/reading to help you make connections with, practice skills, and understand the material. 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, case studies, discussion question response, journal article responses), which will help you prepare for class and find relevance in workplace communication. In-class activities (e.g., group discussions, discussion of outside assignments, peer critiques, individual and group application exercises) will help you apply materials, share ideas and learn from others. 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).

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

Course Requirements

1. Attend class: Because this class relies heavily on group interaction and in-class activities, attendance is required. Homework assignments, reaction papers, and exam questions will be based on interactions during class. If you are unable to attend class, it is your responsibility to find out what was covered in class and what homework, if any, was assigned. For evaluation activities such as reports, tests, papers, etc., no absences will be allowed. Excused absences are only considered when conditions are clearly beyond the control of the student and must be documented. Personal illness, death or serious illness in the immediate family are possible excuses but must be supported by evidence. Absences related to COVID-19 will require documentation. Work will not count as an excused absence. The instructor must be notified in advance of excused absences. The instructor retains the right to judge whether documentation justifies an excused absence. Each student in this class is allowed two (2) days of “free” absences. For every absence beyond these initial “freebies,” students will receive a 10% reduction in their course grade. Attendance does not just mean showing up for class (see #2). Missing class to work on projects for another course is not acceptable, nor is missing another class to work on my assignments. Special note: absences during in-class group workdays will count against your course grade.

University Policy and the Higher Learning Commission states that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week” during a fifteen-week semester.

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week.

Extended leave circumstances: If you need to be away from class from an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments due during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/student-absence/

2. Participate in class discussions and activities: Students will be expected to participate in all activities and discussions for the class. Refusal to participate in a class activity or discussion, or disruptive behavior during a class activity or performance may be
treated as an absence for that class session at the instructor’s discretion. Disruptive activities include talking through a fellow students’ speech, ridiculing others when participating in course activities, physically or verbally threatening another student, and/or violating any student guidelines during a class session.

Mask protocol: As per current CDC and MinnState guidelines, we will wear masks (or other ADA accommodations as per accessibility office) in the classroom. Masks should be those recommended by CDC and worn correctly over your nose and mouth. Also, please wear masks that are respectful so as not to distract from our learning. Mask wearing remains in effect until further notice. Failure to comply with our mask wearing policy at any point during a class session will result in an absence for the day, as it disrupts the learning environment and may compromise others’ health. Additionally, should the behavior continue, you may be asked to visit with our Vice President for Student Affairs before being admitted back into the classroom. There are exceptions to the mask policy, and I will discuss those in class.

Let’s cultivate a comfortable, cooperative, and enjoyable space of learning. This 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 nonverbal toward your classmates or your instructor in the classroom. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, creating side conversations, consistently dominating conversation, or packing up noisily before end of class.

We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information https://www.bemidjiestate.edu/offices/student-life-success/handbook/

3. Complete all course assignments on assigned days: All assigned work must be completed to receive a grade for this class. All written assignments are to be typed, double-spaced, stapled, with pages separated, and reflecting college-level composition skills (grammar and punctuation count on written work). APA style is preferred on papers. Work that does not meet these guidelines will not be accepted. Failure to turn in an assignment will result in automatic failure of this course. Students should also be aware of the campus policy for plagiarism (including the failure to cite sources); plagiarism will not be tolerated and will result in a failing grade for this class.

4. Read all assigned course work. We have an assigned textbook for the class. You will also need access to the APA manual for citing sources (communication studies is in the social sciences discipline, which uses APA as the writing style guide)²:


5. Course Supplies: Many classes will include a list of required items for the course, especially if those items require additional expense for students. I expect my students to dress professionally in meetings and presentations. Almost all students have attire on-hand that allows them to present professionally. If you have a question about this expectation, PLEASE talk with me during office hours.

6. Grading standards and expectations (Full Credit; Partial Credit; No Credit/None): To help with expectations for activities, each in-class/out-of-class activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

² Additional APA resources:
- APA Tutorial http://flash1r.apa.org/apastyle/basics/index.htm?_ga=2.116223055.872315744.1533150570-1660998091.1533150570
- Purdue Online Writing Lab: APA Style https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.

7. No late work: 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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments. Not all daily assignments will be on D2L so have a back-up plan – let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

6. No dishonesty: Any material handed in must be your own 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).

8. College-level expectations: Assigned activities are to be typed (unless otherwise noted) and brought with you to class in hard copy. If class is synchronous online, assignments must be loaded on D2L prior to the start of class. Regardless, have 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, DMs, email, Snapchat, TikTok, Insta, or Twitter, etc., during the activity or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity.

Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a relaxed, yet professional 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.

Technology Needs/Uses/Email/D2L:
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 assignments and materials—you are required to use both. Please check your email frequently. Most assignments will be turned in hard copy AND submitted to D2L. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents (IT folks in Deuputy Hall can help you if your computer is not compatible or you want to forward your e-mail). Never send assignments via email unless approved. Also plan on using Office 365 & ZOOM (free to BSU students)—please check the course announcements page for information about using these platforms.

Professional Communication/Visiting with your Professor:
I am to be referred to by my professional name; Dr. Perlich (or Dr. J).

Many times, students are hesitant to come and visit with their professors — please know that I am more than happy to discuss 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 via email.

If you do send me an email, please use professional email etiquette. Please indicate the course and topic in the RE: heading. Here’s an example of a professional email:

RE: Comm 2100 (or Career & Professional COMM or C&P) – Class question

Hi Dr. Perlich (or Hey Dr. J),
I had a question regarding my speech and was wondering if I can stop by your office to ask you about a few articles I found for my research paper.

Thank you,

Joan Johnson

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, 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 request or a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fit the situation. For example, I am happy to let you know if you are on the right track via email, but do not send an attached document asking me to pre-grade, correct, fix errors, 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, 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.

Electronic Respectful Behaviors:
We WILL be using electronic devices to facilitate class—however, not all devices are welcome. To create cooperative learning, turn off and/or silence peripherals (including iwatchse) and activate only the required device. Close all apps and tabs that are NOT required for our class session as they interrupt your learning and those around you (yes, even when we are in Zoom™).

Anytime you divert your attention or multitask, it lowers your concentration regarding the material at hand. Previous students (in my courses and in research) have commented that inappropriate phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. 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. This respect is especially important during others’ presentations. ANY devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

- **Exceptions**: Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, pulling up your eBook, looking up information related to a group activity) is permissible. Additionally, a true emergency that requires you to text or call someone is a legitimate exception to the policy (though you should keep me in the loop during these times)—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.

- **Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors**: The use of electronics policy also applies to the use of course materials in any manner other than course purposes. Class sessions and materials contain my own and others’ intellectual property. **UNLESS** I have granted prior written approval (e.g. for approved accommodations), recording audio or video of class sessions, taking pictures, or re-distributing any material (to other students or anywhere — social media/friends, etc.) is **NOT** allowed. Taking pictures of academic items (group project photo, mind mapping from the board, etc.) is allowable with permission; taking photos/digital recording of what someone (including your professor) is wearing, speaking, or doing to put on social media (or for personal use) is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context.

Learning Needs/Accessibility Services/Physical and Mental Health Needs:
I appeal to a wide array of learning styles through my use of teaching materials and pedagogy. Please visit with me, if you are comfortable doing so, about any concerns related to your 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. There are many resources available on our campus for all types of learners:

- **Office of Accessibility Services**: If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: [https://www.bemidjistate.edu/services/accessibility/](https://www.bemidjistate.edu/services/accessibility/)

- **Student Center for Health and Counseling**: 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: 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 if you feel like you are getting behind in your work or feel like 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.

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### Academic Integrity and 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:** BSU policy defines plagiarism as a circumstance that occurs when “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”

In general, plagiarism 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. Material taken from any source including internet/websites must be appropriately and fully documented. I will likely 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 work.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. **At the very least, you will 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.

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 help!</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC Clark Library, Room 326</td>
<td>Phone: (218) 755-3919</td>
<td><a href="https://www.bemidjistate.edu/services/wrc/">https://www.bemidjistate.edu/services/wrc/</a></td>
</tr>
</tbody>
</table>

### Grading Procedures and Policies

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 and making an argument at the end of the semester (due to any missed assignments, lack of effort during the semester, needing a grade for a particular scholarship, etc.) for extra credit or to obtain a higher grade will not be considered. Your earned final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated end 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 I do not grant favors. I take educational ethics seriously and uphold these practices.

### Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<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>67-69.99</td>
</tr>
<tr>
<td>A</td>
<td>90-96.99</td>
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<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>
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</tbody>
</table>
I use a standard grading scale (90%, 80%, etc). 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.

Plus and minus grades will be determined as follows: Bottom 3% of letter grade will receive a minus; top 3% of letter grade will receive a plus.

**Incompletes:**

Incompletes are not granted unless extreme/documentated circumstances make it impossible to finish the course.

**Tentative Course Schedule**

The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. Note that chapters are not in order of text; they are in order of what best fits the organization of the course and our learning outcomes. Please review all sections in your chapters; we will discuss many of these in class (and some may be outside assignments).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/Activity/What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>1/11</td>
<td>Introduction to Course/Syllabus</td>
<td>Discussion of Project-based Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLEASE start reading Chapters 2, 9, &amp; 10</td>
</tr>
<tr>
<td>1/13</td>
<td>Introductions &amp; Syllabus Quiz</td>
<td>Presentation: Who am I?</td>
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<td></td>
<td>Continue reading Chapters 2, 9, &amp; 10</td>
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<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/18</td>
<td>Chapter 1 – Communication Models</td>
<td>Assign Groups &amp; ZOOM meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reading Chapters 2, 9, &amp; 10</td>
</tr>
<tr>
<td>1/20</td>
<td>Chapters 2, 9, &amp; 10 – Leadership &amp; Group Communication.</td>
<td>Setting up Project-based group learning.</td>
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<td>Assignment Due: Banner</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>1/25</td>
<td>Chapters 2, 9, &amp; 10 – Leadership &amp; Group Communication.</td>
<td>DQ’s Due (including PRCA)</td>
</tr>
<tr>
<td>1/27</td>
<td>Chapter 4 – Listening &amp; Perception</td>
<td>Chapter 4, Activities</td>
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<td></td>
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<td>ZOOM meeting due (complete grid)</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>2/1</td>
<td>Chapter 4 – Listening &amp; Perception</td>
<td>Chapter 4, Activities</td>
</tr>
<tr>
<td>2/3</td>
<td>Chapter 6 – Self Communication &amp; Anxiety Pgs 159-170 (just anxiety portion)</td>
<td>Pgs 159-170, Active Opportunity</td>
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<tr>
<td>Week 5</td>
<td></td>
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<tr>
<td>2/8</td>
<td>Chapter 3 &amp; 6 – Cultural Diversity &amp; Relationships; Communication Ethics &amp; Obstacles</td>
<td>Pgs 71-80; Pgs 170-190, DQ’s</td>
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<tr>
<td>2/10</td>
<td>Chapter 5 – Nonverbal Communication</td>
<td>D2L Quiz on 3 &amp; 6</td>
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<tr>
<td>Week 6</td>
<td></td>
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<tr>
<td>2/15</td>
<td>Chapter 14 – Written Communication Writing Agendas and Narrative Memos</td>
<td>Facilitating Meetings – Focus on pages 295-297-outside notes</td>
</tr>
<tr>
<td>2/17</td>
<td>Wrap-up, Catch-up, &amp; Review as needed</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>2/22</td>
<td>Exam 1 – Ch 1-2-3-4-5-6 (includes any outside notes)</td>
<td>Exam 1 – Ch 1-2-3-4-5-6 (includes any outside notes)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapters 11 &amp; 13 – Informative Presentations: Plan, Research, Organize, and Deliver – Persuasive Presentations: Individual or Team</td>
<td>Chapters 11 &amp; 13</td>
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</tbody>
</table>
| 3/1 | Chapter 11 – Informative Presentations: Plan, Research, Organize, and Deliver  
Chapter 13 – Persuasive Presentations: Individual or Team | Chapters 11 & 13 |
| 3/3 | Meeting #1  
(Dr. J presenting at Nebraska Wesleyan University) | Meeting #1 |
| Week 9 | | |
| 3/15 | Meeting #2 (feedback for Meeting #1 provided during spring break) | Meeting #2 |
| 3/17 | Chapter 12 – Verbal and Visual Supporting Materials | Chapter 12  
Rough Draft Outline Due |
| Week 10 | | |
| 3/22 | Individual Presentations—Speech of Definition | Speech of Definition |
| 3/24 | Individual Presentations—Speech of Definition | Speech of Definition |
| Week 11 | | |
| 3/29 | Individual Presentations—Speech of Definition | Speech of Definition |
| 3/31 | Dr. J potentially out of town (Central States Communication Association) | Meeting #3 |
| Week 12 | | |
| 4/5 | Impromptu Persuasive Speech | Impromptu Persuasive Speech |
| 4/7 | Impromptu Persuasive Speech | Impromptu Persuasive Speech |
| Week 13 | | |
| 4/12 | Meeting #4 | Meeting #4 |
| 4/14 | Workshop for group presentations | |
| Week 14 | | |
| 4/19 | Meeting #5 | Meeting #5 |
| 4/21 | Exam Two: Ch 9-10-11-12-13 (includes any outside notes) | Exam Two |
| Week 15 | | |
| 4/26 | Group Presentations (no more than 30 minutes each) | First Two Group Presentations |
| 4/28 | Reading Day No Classes | |
| Final Week | | |
| 5/3 | 1:00-3:00 Final Exam Period—Group Presentations | Final Three Group Presentations |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information (Only complete this side for a course modification)</th>
<th>New or Modified Course Information (Complete this side for all new or modified courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject (i.e. SOWK)</strong></td>
<td><strong>Subject (i.e. SOWK)</strong></td>
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<tr>
<td>COMM 3100</td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td><strong>Abbreviated Title (20 characters total)</strong></td>
<td><strong>Abbreviated Title (20 characters total)</strong></td>
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<tr>
<td>Interviewing</td>
<td>No Changes</td>
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<tr>
<td><strong>Course Description</strong></td>
<td><strong>Course Description</strong></td>
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<tr>
<td>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</td>
<td>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 communication 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. Core Curriculum Goal Area 1</td>
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<tr>
<td>Undergrad Prerequisites</td>
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<tr>
<td>If applicable, Graduate Course Number</td>
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<tr>
<td>If applicable, Graduate Prerequisites</td>
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<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>☒ Core Goal 1 Communication</td>
</tr>
<tr>
<td></td>
<td>☐ Core Goal 3 Natural Science</td>
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<td>☐ Core Goal 4 Math/Logical Reasoning</td>
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<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
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<td>☐ Core Goal 6 Humanities and the Arts</td>
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<td>☐ Core Goal 7 Human Diversity</td>
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<td>☐ Core Goal 8 Global Perspective</td>
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<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
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<td>☐ Core Goal 10 People and the Environment</td>
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<td>☐ Core Goal 11 Performance &amp; Participation</td>
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</tbody>
</table>

**Questions:**

Core Curriculum Contact Info:
liberaleducation@bemidjistate.edu

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1. Counseling Interviews
2. Development of Interview Questions Relative to EEO Laws and Diverse Audiences
3. Employment Interviews: Application and Employer
4. Health Care Interviews
5. Informational Gathering Interviews
6. Interpersonal Communication as Related to the Interview Process
7. Introduction to the Interviewing Process
8. Job Performance Interviews
9. Listening and Feedback in the Interview Process
10. Persuasive Interviews
11. Question Strategies and their Uses Appropriate for Various Interview Types
12. Structuring the Interview: Opening, Body, and Closing

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Current Major content Area
Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at

<table>
<thead>
<tr>
<th>Proposed Major Content Areas</th>
<th>No Changes</th>
</tr>
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</table>

| 1. Counseling Interviews | |
| 2. Development of Interview Questions Relative to EEO Laws and Diverse Audiences | |
| 3. Employment Interviews: Application and Employer | |
| 4. Health Care Interviews | |
| 5. Informational Gathering Interviews | |
| 6. Interpersonal Communication as Related to the Interview Process | |
| 7. Introduction to the Interviewing Process | |
| 8. Job Performance Interviews | |
| 9. Listening and Feedback in the Interview Process | |
| 10. Persuasive Interviews | |
| 11. Question Strategies and their Uses Appropriate for Various Interview Types | |
| 12. Structuring the Interview: Opening, Body, and Closing | |
the end of the course description. Copy/Paste the current major content areas into this area.

<table>
<thead>
<tr>
<th>Current Learning Outcomes</th>
<th>13. Survey Interviews</th>
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Copy/Paste from the common course outline – see instructions above

<table>
<thead>
<tr>
<th>13. Survey Interviews</th>
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<tbody>
<tr>
<td>Proposed Learning Outcomes</td>
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</table>

1. critique and assess self and others’ interviews and presentations (orally and in writing) in a thoughtful and thought-filled manner.
2. design and deliver formal presentation related to interview experience that reflects logical arguments and proper source documentation.
3. research, evaluate and synthesize interview resources and processes from various points of view.
4. identify functions, strategies, and techniques for the opening, body, and closing components of interviews.
5. identify and explain theoretical concepts, principles, and communication processes used in interview settings.
6. demonstrate appropriate communication skills (e.g., listening, giving and receiving feedback, critical thinking, cultural sensitivity,) utilized in interviews and group discussions.
7. 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.
8. 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.

Proposed Learning Outcomes

Please reference Blooms Taxonomy action verbs

Start each with “Students will ..”

critique and assess self and others’ interviews and presentations (orally and in writing) in a thoughtful and thought-filled manner.

design and deliver formal presentation related to interview experience that reflects logical arguments and proper source documentation; practicing public speaking will help students reduce communication apprehension.

research, evaluate, and synthesize interview resources and processes from various points of view.

identify and explain theoretical concepts, principles, and communication processes used in interview settings.

demonstrate appropriate communication skills (e.g., listening, giving and receiving feedback, critical thinking, cultural sensitivity,) utilized in interviews and group discussions.

identify functions, strategies, and techniques for the opening, body, and closing components of interviews.

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.

conduct professional interviews as interviewee and interviewer in simulated and real settings demonstrating proper use of EEO laws, relational communication, and technical elements of interviews; practicing interviews will help students reduce communication apprehension in interview contexts.

create documents, problem solve, critically
9. create documents, problem solve, critically think, and make decisions in pairs and groups related to interview processes and strategies.

<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
<th>We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.</th>
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<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<td>☒ All years</td>
<td>☐ Even years</td>
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<td>☐ Dpt Discretion</td>
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</table>

| Proposed course cap (max class size) | 25 |

| What qualified faculty will be available to teach this course? | Pawlowski, Perlich, Baird |

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

| Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.) | ☐ Yes; this course is repeatable The maximum credits it can be taken is _________

| ☒ No, this course is not repeatable |

| What is the primary delivery method for this course? | ☒ On-campus

☐ On-campus HyFlex (on-campus and online synchronous at same time)

☐ Online Asynchronous

☐ Online Synchronous

☐ Other, ________________________________ |
**resources needed that will need to be provided for this course not already available?**
- No, No additional resources are needed for this course
- Yes, Additional resources are needed. Please indicate resources below:
  1.

**What special property or service fee(s) would be charged to students taking this course?**
These charges would be for
1. Items retained by the student and have an educational or personal value beyond the classroom
2. Services on the student’s behalf (see MinnState Board Policy 5.11)
- No special property or fee(s)
- Yes, there are special property or fee(s) requested
  Amount per student: $ ________________
  Will be used for: ________________________________

**May this modified course replace the current course for students that remain in an old catalog?**
- Yes
- No .... STOP; Instead drop the current course & submit a new course form.

**Do these modifications change any of the following?**
To review the common course outline for a course
1. Go to the catalog
2. Select Area of Study
3. Select course link for that subject in the bottom left
4. Select the course from list on the left side of the page
5. Click the “Common Course Outline” link at the end of the course description

For any YES answers, please provide updated information at the end of this document.

- Yes, Major Content Areas will be updated. The updates are indicated below.
- No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.

- Yes, Student Learning Outcomes will be updated & updates are below.
- No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.

- Max Class Size
  If yes, what is the proposed new class size _____

**Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?**
To locate if this course is in any program, search the online catalog, as follows:
1. Go to the catalog
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”

- No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program
- Yes, I have checked, and this course is in the following program(s).
  1.
  2.

- Yes, I have checked, and this course is in the following Core Curriculum goal area(s).
  1. Core area 1
  2.
3. Press CTRL + F to search - Enter the prefix and number of the course (i.e. ACCT 1100)

| If yes, to previous question | □ Yes, the department chair(s) have been notified of this course modification from their program(s)  
☑ Notification was done by email. Their response is copy/pasted below.  
☑ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.  
□ Notification was completed by phone on the following date.  
   Date: ______________________  
   Who: _______________________  

Indicate each person who a notification was sent to:

---

**Attach a sample syllabus for the course below.**
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 1: COMMUNICATION*

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• 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. You 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 you for taking part in various interviews throughout your lives and career.

Are there any prerequisites? No
Typically, courses in the Core Curriculum do not have prerequisites.
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

How often will this course be offered? Annually, fall offering
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

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

Goal Area 1: Communication

The overall purpose for this goal area is to develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. Students should complete introductory communication requirements early in their collegiate studies. Writing competency is reinforced by practice in writing-intensive courses and writing across the curriculum. Speaking and listening skills are reinforced through multiple opportunities for interpersonal communication, such as public speaking and discussion.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the seven listed competency (learning outcomes) categories, A-G.

___x___ A. Students will be able to demonstrate the ability to write and/or speak effectively, including invention, organization, drafting, revision, editing and presentation.
B. Students will be able to demonstrate how to effectively participate in group work with emphasis on empathy, listening, thinking critically and reflectively;

C. Students will be able to locate, evaluate, and synthesize in a responsible manner, material from diverse sources and points of view;

D. Students will be able to select communication appropriate for audiences, adapting to the needs of the other parties in conversation;

E. Students will be able to use reason to construct logical and coherent arguments;

F. Students will be able to identify authority, point-of-view, and individual voice and style in the writing of others and adapt it into their own writing and/or speaking;

G. Students will be able to demonstrate adaptability in the use of language appropriate to academic disciplines and the professional world.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability  _____ Empathy
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

Communication: One of the main objectives of the course is for students to effectively communicate (written and oral) in various interview situations (pre-and post-goals interview, employment, situational, professional/information gathering) and to decrease their communication apprehension through repeated exposure to practice interview skills. Students will learn appropriate verbal and nonverbal communication strategies for being interviewees and interviewers; develop ethical, lawful, and culturally competent interview protocols; and practice communication skills through conducting interviews via in-class and out-of-class interview opportunities. Students also will practice public presentation skills via the sharing of their professional interview.

Knowledge: Students will learn appropriate strategies to critique and analyze interviews, write cover letters and resumes, create appropriate protocol strategies, understand the relational dimensions of interviews to include gendered and cultural implications of both interview parties, create well-written interview protocols, and examine the phases of interview structures.

STEP 4: ASSESSMENT & REPORTING

In 150 words or less, please describe how you will assess the core curriculum learning outcomes and trait(s).

Communication: Affective domain will be assessed with a pre-and post-PRCA (Personal Report of Communication Apprehension) instrument to determine students’ level of communication apprehension throughout the semester. Affective will also be assessed through qualitative self-reporting of pre- and post-interview goals. Communication (behavioral domain) will be assessed through appropriate interviewer and interviewee roles demonstrated in various interview settings (employment interview, situational interview, professional interview, and public presentations) via a communication rubric.

Knowledge: Cognitive (knowledge) domain will be assessed through exams, appropriate use of interview protocols, analysis of sample interviews, and application activities linked to chapter concepts.

In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include a spreadsheet of pre-and post-PRCA scores, interviews, and presentation scores via a communication rubric. We will also provide a summary of qualitative self-reporting of pre- and post-interview goals.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

___x___ Course Syllabus, which includes:

___x___ Selected Core Curriculum outcomes (required)

___x___ Assessment of Core Curriculum outcomes (required)
___x___ 1 – 2 of the Six Traits of Academic Resilience (required)

___x___ How you will assess the 1-2 Traits (required)

___x___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

______ May include additional outcomes that do not map to the Core Curriculum (optional)

___x___ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

**Professor:** Dr. Donna Pawlowski, Ph.D., Department Chair and Professor of Communication Studies  
**Office:** Sattgast 215E  
**Phone:** (218) 755-2487  
**E-mail:** donna.pawlowski@bemidjistate.edu

Class will meet in our classroom, Hagg Sauer 109, on MWF from 10-10:50am

**Liberal Education Categories/Prerequisites:** This 3-credit course counts toward liberal education goal areas 1 and 2. No required prerequisites.

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

**Student Office Hours:** I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I’m available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

**In-Person Office hours:** Monday 2-3; Tuesday 9am-12noon; Wednesday 8-9:30; Friday 8-9:30. I am also open to meeting in other locations outside my office hours as well; Hobson Memorial Union, ecoGrounds, etc.

**ZOOM office hours:** While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Contact me if/when you want any zoom office hours. Link for office hours (when applicable):  
https://minnstate.zoom.us/j/93440028867  
Passcode: commrocks

**ZOOM Link for class periods:** zoom class will take place on rare occasions if necessary to meet in course needs; otherwise as noted, class will meet in person in our classroom. Link for zoom class:  
https://minnstate.zoom.us/j/92499880974  
Passcode: commrocks

**Land Acknowledgement:** BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

You can also read more about this via the following link: https://www.bemidjistate.edu/about/land-acknowledgment/
<table>
<thead>
<tr>
<th><strong>Course (catalog) Description</strong></th>
<th><strong>Course Learning Outcomes</strong> <em>(outcomes align with University Core Areas 1 &amp; 2)</em></th>
</tr>
</thead>
</table>
| This course emphasizes oral and written communication related to interview settings such as employment, job performance, information gathering, health, persuasive, and counseling. You will learn fundamental concepts and principles of interviewing, develop skills for researching and collecting data relevant to interviews, create interview question guides, practice communication 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 you for taking part in various interviews throughout your lives and career. | While each person will acquire something different from this class, some outcomes remain constant for everyone – at the end of this course,  
1. Students will identify and explain theoretical concepts, principles, and communication processes used in interview settings  
   - (exams, chapter activities, professional interview)  
   - (GA 1 C to E; GA 2 C, D; trait knowledge)  
2. Students will identify functions, strategies, and techniques for the opening, body, and closing components of interviews  
   - (exams, chapter activities, professional interview)  
   - (GA 1 D, F, G; GA 2 C, D; trait knowledge)  
3. Students will demonstrate appropriate communication skills (e.g., listening, giving and receiving feedback, critical thinking, cultural sensitivity,) utilized in interviews and group discussions  
   - (mini-interviews, employment interview, situational interview, professional interview, chapter activities)  
   - (GA 1 A to D, F; GA 2 A, B; traits communication, knowledge)  
4. Students will 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  
   - (mini-interviews, employment interview, situational interview, professional interview, chapter activities)  
   - (GA 1 A to G; GA 2 A to D; traits communication, knowledge)  
5. Students will conduct professional interviews as interviewee and interviewer in simulated and real settings demonstrating proper use of EEO laws, relational communication, and technical elements of interviews; practicing interviews will students reduce communication apprehension in interview contexts  
   - (mini-interviews, employment interview, situational interview, professional interview)  
   - (GA 1 A, B, D to G; GA 2 C, D; trait communication)  
6. Students will critique and assess self and others’ interviews and presentations (orally and in writing) in a thoughtful and thought-filled manner  
   - (mini-interviews/analysis, employment interview, situational interview, professional interview, chapter activities)  
   - (GA 1 B, D, F, G; GA 2 B to D; traits communication, knowledge)  
7. Students will research, evaluate, and synthesize interview resources and processes from various points of view  
   - (pres-in-brief, employment interview, situational interview, professional interview, chapter activities)  
   - (GA 1 A to G; 2A to D; trait knowledge)  
8. Students will create documents, problem solve, critically think, and make decisions in pairs and groups related to interview processes and strategies  
   - (mini-interviews, employment interview, situational interview, chapter activities)  
   - (GA 1 A to G; GA 2 A to D; traits communication, knowledge)  
9. Students will design and deliver formal presentation related to interview experience that reflects logical arguments and proper source documentation; practicing public speaking will help students reduce communication apprehension  
   - (professional interview)  
   - (GA 1 A, B, C to G; GA 2 C, D; traits communication, knowledge) |
Required Materials:

**Please bring your books to class; we will be working with activities related to your text during most class periods. Read chapters and any material prior to the class period in which discussion will take place.**

Supplemental Materials: You also will need access to the *7th* edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):


Additional APA guides:
- Purdue Online Writing Lab: APA Style [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Email/D2L/Technology/Computer/Phone Needs and Policies:
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).
- For changes, I will post information primarily through Email; I will also post some announcements in D2L. You are responsible for checking sources frequently to be informed of any notices and changes in the course.

We also will use **D2L Brightspace** (abbreviated as D2L throughout the syllabus). Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents. For questions regarding your computer, contact the IT department at 755-3777 or stop in their office in Deputy 161.

- Assignments will be typed and submitted to a D2L assignment dropbox folder prior to the start of class. Some assignments will also require a hard-copy due at the beginning of class, check assignment sheets and schedule for details.
- CAREFULLY check the D2L folder/dropboxes to correctly submit assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places and may impact your grade.
- Documents with unique formatting. (i.e., cover letter, resume, protocols) should be converted to a pdf before uploading to D2L to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document (after you save your document to a word or pdf) before uploading it to D2L; sometimes it does not load appropriately when the document is “open” on your screen.
- Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
- **Reference your syllabus often and check any updates on the D2L version;** this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in D2L calendar.

Computers/phone/devices: In class, you are expected to be attentive to others and the task at hand; if you use your computer, use it for classroom purposes only and please be courteous to others around you (e.g., loud typing, non-relevant items on your screen). **Your phone/iphone is to be put away during
class unless it is needed for an assignment. Using any devices for non-class-related activities will earn you a zero for the day and may count as an absence.

Course Format and Teaching Philosophy

**Course Format:** Because of the presentational nature of the course, much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practice of skills, and learning from others to enhance your knowledge. Typically, I will highlight concepts from the chapter and then branch out to group application and discussion activities. To facilitate your learning, come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, completing readings and assignments prior to class, being attentive and providing supportive feedback, and engaging in classroom discussion and group activities. The below learning pyramid identifies the importance of learning and engagement.

Keeping up with work will be necessary to be successful in this class. You are responsible for reading all materials for exams and assignments, regardless of what is discussed “in class.” Some material may be added or modified so please keep up with what took place in class if you are absent. I encourage you to read and outline the chapters before coming to class and take additional notes in class. Use our classroom as “second exposure” of the material; you reading the material in advance should be “first exposure.”

Simultaneous assignments will be taking place during the semester. Use your time management skills, as each interview assignment has a process of steps. Work is due as identified in the schedule. You WILL NOT be able to make-up any missed work at the end of the semester so if you are unclear about something during the semester, please ask!

**Learning Pyramid: Edgar Dale**

```
                Lecture
               /         /
     Reading    Audio Visual
        /       /
Discussion Group  Demonstration
        /       /
Practice by Doing Teach Others
```

“*What we have to learn to do, we learn by doing*”

**My Teaching Philosophy:** My background and training are in both Education and Communication Studies. I was also a first-generation student and came from a rural background where family and work ethics were important. As such, I care about what I do, and I care about you! Please see my teaching philosophy that outlines my student-centered approach to teaching.
Course Requirements and Major Assignments

The following will be used to accomplish and assess learning outcomes. Assignments are briefly outlined below; additional criteria and grade sheets will be provided separately for some assignments.

Please note that conducting interviews and giving brief presentations are part of your grade in this class; demonstrating understanding, writing about, and applying 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, preparation of chapter/interview activities, and being present and participating in daily class activities.

1. Examinations: 30%

You will have three exams. Examinations will be a mixture of multiple choice, matching, true/false, identification, application, and short answer. Exam material will cover the text and any outside notes/readings read or discussed in class. Exams are NOT open book. Put all materials and devices/iPhone/iWatches away during exams; anyone who uses an electronic device or other materials during an exam will have the exam taken away and will earn a zero. Additional academic dishonesty repercussions may apply.

- Outcomes assessed: 1-2-4-6

2. Mini-Interviews and Reflection of Communication Skills: 10%

Purpose: to reflect on interview skills at the beginning and end of the semester and demonstrate these reflections in practice interview settings

- Outcomes assessed: 3-4-5-6-7-8
You will prepare and engage in two smaller interviews and self-reflective analyses during the semester. These will give you an opportunity to become more comfortable with interviewing and communication skills.

**Pre-Assessment Reflective Paper and Interview of Communication Skills: 5%**
- **Paper** - You will have an opportunity to reflect upon your communication and interviewing skills with a 400-500-word single-spaced paper at the beginning of the semester. This paper should identify and explain how you see yourself currently with regard to your communication as an interviewer and interviewee in interview settings. For each role, include a few strengths you think you possess, as well as a few goals for becoming a stronger interviewer and interviewee that you want to work on during the semester. Even if you don’t have interview experience yet, there are likely communication skills in general you can reflect upon for your reflection.
- **Interview** - As part of this assignment, you will share ideas with the class by engaging in a 2-3-minute interview with a partner who will prompt you with questions allowing you to verbally assess your communication skills. After you play the role of interviewee, you will flip with your partner and then play the role of interviewer; thus, your total interview time will be 5-6ish minutes. Paper and questions must be completed and loaded prior to the start of class to earn full credit; no paper = 50% of total grade, as preparation was not demonstrated. Turn in paper and questions for a grade - hard copy typed written work and D2L submission (D2L prior to the start of class).
- **PRCA** - In conjunction with this pre-analysis and assessment of your speaking skills, you will complete a pre-Communication Anxiety instrument (PRCA) and turn this in with your presentation materials - D2L only.

**Post-Assessment Reflective Paper and Interview of Communication Skills: 5%**
- **Paper** - At the end of the semester (final exam period), you will write a brief post-reflection 400-500-word single-spaced paper based on the perception of your semester’s progress of your communication and interview skills. Again, reflect on your communication skills regarding being the interviewer and interviewee.
- **Interview** - You will again share ideas with the class by engaging in a 2-3-minute interview with a partner who will prompt you with questions allowing you to verbally assess your communication skills. After you play the role of interviewee, you will flip with your partner and then play the role of interviewer; thus, your total interview time will be 5-6ish minutes. Paper and questions must be completed and loaded prior to the start of class to earn full credit; no paper = 50% of total grade, as preparation was not demonstrated. Turn in paper and questions for a grade - hard copy typed written work and D2L submission (D2L prior to the start of class).
- **PRCA** - You will complete a post-PRCA instrument, which will accompany your materials – D2L only.

**3. Employment Interview: 20%**

**Purpose:** to provide you with an “employment” interview experience, as both employer/interviewer and applicant/interviewee; to help reduce communication apprehension in
- **Outcomes assessed:** 3-4-5-6-7-8-9

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. This cannot be something for which you have already interviewed or a job you currently have; thus, if you just interviewed for or 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 of interest to you? Broaden your horizon and think of something else or the next step of your career. These should be useful and helpful for your life right now, but not repetitive! If you are not close to graduation, this assignment may be for an internship in a field in which you are interested, which is perfectly acceptable.
You will be playing each role (interviewer and interviewee), but not with the same person; thus, providing exposure to various interviewing styles. Each employment interview will be approximately 10 minutes in length; time will be more defined as we work out details of the interviews and pairs.

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 to understand the organization, make you sound intelligent about the organization, and help you create 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. While this may not be a position you might seek “tomorrow;” your information must be factual as if you could submit the resume and cover letter today for a real position. You will give these materials to your class employer/interviewer so he/she/they can interview you for that position. Prior to your interview (and bringing with you to your interview) you will prepare 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 class interviewer.

**IF** you already have a resume and cover letter, they should be updated and appropriate for the position in which you selected.

As an **employer/interviewer**, you will take the information provided to you by the applicant/interviewee, (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 20 questions to ask the applicant/interviewee, and the closing. You will be responsible for guiding the interview using the proper steps in conducting interviews, and providing an opportunity for the applicant/interviewee to ask questions; 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/true information; it should be written as if you could turn it into a prospective employer today. 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. 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.

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 in Decker 202 and/or at the following website: [http://www.bemidjistate.edu/students/services/career/](http://www.bemidjistate.edu/students/services/career/)

<table>
<thead>
<tr>
<th>4. Professional Information Gathering Interview, Report, and Presentation: 20%</th>
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<tbody>
<tr>
<td><strong>Purpose:</strong> to practice interview protocol development and interview information-gathering communication skills in a real-life setting with a professional.</td>
</tr>
<tr>
<td>• Outcomes assessed: 1-2-3-4-5-6-7-8-9</td>
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To practice your interviewing skills outside of the classroom, you will personally interview (face-to-face) a professional and gather information about the department/organization/position for
which the person works. This interview should also include the importance of communication used in this profession. Zoom may be possible with permission, though the ideal for the assignment is a face-to-face interview.

This will be a primary opportunity to apply interviewing techniques through the actual experience of preparing for and conducting an authentic 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. You are the interviewer, not the interviewee.

You cannot interview someone you know, your relative, or at a place in which you are already familiar, especially if you work there! It also needs to be someone whom you have not interviewed before for another course or project. The person 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.

In brief, find out what you can about the organization (create an organizational fact sheet), prepare a 15-question interview question guide, interview the individual, turn in a typed 2-3-page report of the interview (examining the facets of interviewing, verbal and nonverbal communication, assessment of your part as interviewer), present your findings to the class, and send the professional a thank you note. While a hand written thank you note is ideal, electronic thank you notes have become acceptable in many organizational settings. Within one week of your interview, you will be sending this professional a thank you email and cc’ing the email to me. This will help verify that the interview took place for this assignment during this semester and present yourself as a professional who is grateful for their time spent with you. If applicable, obtain the person’s business card and attach it to the assignment. Turn in interview guide and interview field notes with materials on the day of presentations.

This interview assignment will take much of the semester for preparation and lead-time. Contact your interviewee and set up an interview in advance—explaining the purpose of the interview and setting a time, date, and place for the interview. 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. 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. Taping is not required; but if you want to tape the interview to remember the responses, you must and obtain consent from the interviewee to tape-record the interview.

Again, upon completion of your interview, you will present your findings to the class in a 3-4-minute presentation. Select 2-3 highlighted areas from the interview to share with the class.
When presenting, condense your presentation to brief speaking 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.

5. **Situational Interview: 10%**

**Purpose:** to practice interviews that take place in specific contexts (i.e., counseling – health care – performance review)
- Outcomes assessed: 3-4-5-6-7-8

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 a 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 an employee who is scheduled for a job performance review.

In order to prepare and practice various interviews, you will be conducting an interview related to a particular setting; counseling – health care – job performance. 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 limited preparation (2-3 days) for preparing and conducting 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 full script, but have some general idea with questions in how you would approach this situation. Interviews will be approximately 5-7 minutes. Written protocol and any speaking notes will accompany your interviews for both the interviewee and interviewer.

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.

### General Guidelines for all Interviews/Presentations

**Showing up on Time:** Let’s support each other and be present at the start of class on presentation days to demonstrate credibility, preparation, and cooperative learning. Arriving late on the day of your presentation regardless of speaker order, demonstrates lack of preparation – just know that you are starting at 90%. Regarding peer critiques, if you miss critiquing some presentations (miss class, come late, or leave early), you cannot evaluate all the others and get the same credit nor can you double up on critiques on another day. Missed critiques earn a zero.

**Audience Professionalism:**
As an audience member, it is also important to be on time and be prepared. You will be critiquing others’ presentations and providing feedback to your colleagues; thus, demonstrating active listening. Remember to be respectful – no gadgets or working on other items (or your notecards/protocols) during presentations. Your grade on the assignment will be docked one letter-grade if you are working on anything else during someone’s presentation.
Dress/physical presentation on speaking days: Regardless of the type of presentation, look – act – and speak as if you are presenting yourself in a professional public setting. You do not have to be in a suit, tie, heels, etc.; but strive for professional dress on days of interviews or presentations. Inappropriate dress (i.e., hats, ripped/holey jeans, sweats, hoodies, clothing that is even remotely revealing…) or printed materials (logos, pictures…) takes away from your interview or presentation and will not earn you full credit. Some types of interviews may compel you to be more professional-looking than others (i.e., employment interview), as part of your overall persona is to impress and be professional. Either way, look sharp and credible to enhance your delivery. We want to listen to you – not be distracted by your appearance.

5. Chapter Connections and Application Activities: includes chapter preparation assignments, and engaged participation (10%):

| Purpose: to help you apply material to various types of interviews, reflect upon appropriate communication in interviews, and demonstrate active engagement in the classroom |
| Outcomes assessed: 1-2-3-4-5-6-7-8 |

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, spend time with the material; there are so many golden nuggets in the readings with great opportunity for critical thinking!

Outside preparation will include written professional correspondence and applied assignments (e.g., self-assessments, critiques of interview protocols, worksheets, approvals, drafts of resume/cover letters, chapter application activities), which will help you prepare for class and find relevance in your professional life.

Assigned outside work is to be typed (unless otherwise noted) and brought with you to class in hard copy to be turned in for a grade. Additionally, you may be asked to load assignment in D2L prior to the start of class (check assignment criteria for submission requirements).

In-class activities (e.g., group discussions, peer critiques of resumes and cover letters, analysis of sample interviews/cases, partner practice of skills, group application exercises) will help you apply materials, share ideas and learn from others. Some days may contain multiple opportunities for activities (i.e., in- and out-of-class assignments).

Be fully engaged in class discussions to potentially earn full credit. If your group is done with an activity, be respectful to others and use your time wisely; put your phone and computer away and talk with each other. Practice those communication skills! See grading note below.

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 work. Outside assignments do not get free days. Any 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:
To help with expectations for activities, each outside assignment and activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

Grading Standards (Full Credit; Partial Credit; No Credit/None)
Full: The response (or participation) is complete and both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices put away; collegiality) for in-class work.

Partial: The response (or participation) is not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work was completed in class. Some 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 devices are more important than being in class. You must be “present” physically and participatory 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. You are frequently engaged with your devices more than the class or group. Using your devices for non-class purposes or working on another class during this class will earn you a zero for that day and may result in an absence.

General Guidelines for All Assignments:
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments. Not all daily assignments will be on D2L so have a back-up plan – let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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).

Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a relaxed, yet professional 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 – Yes!
Attendance is important as we apply much of the content during class activities, interviews, and group discussion. I realize life happens and you may need to miss on occasion. You have three “free” class periods regarding in-class work. Exams, final exam period, or presentation days, as the speaker or audience member, do not count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming late, leaving early, or not engaging in class activities (e.g., working on another class in this class, continual use of electronics, not engaging in class/group discussion), may count as an absence.

Three Free Coupons
Choose Wisely

Use these days wisely and save them for personal days, or non-university sanctioned activities (e.g., doctor appointments, illness, wedding, family travel, religious observations, helping a friend, unexpected work conflict, club sport activity). Don’t feel as if you need to take any free days;

I would love to see you every day!

Additional Absences: Each absence beyond your “free” days will earn a zero for in-class work, and a 1% deduction from your final grade. The exception to this is an excused absence, which constitutes an “unexpected” instance clearly beyond the control of the student, (e.g., funeral, illness, attracting COVID-19, family medical emergencies). Excused absences must be documented with evidence; I reserve the
right to determine the “excused” nature of an absence. Some events such as a vacation with your family, work, traveling for a non-sanctioned club sport, or a wedding are not an excused absence; if you know of these types of activities in advance, plan on these toward your free days.

If you choose to miss beyond three weeks of class (9 total absences, your free days are part of that 9) regardless of excused or not, you have earned the right to fail the course irrespective of your performance on assignments, presentations, or exams, as course outcomes are not fully met. If you find yourself getting too far behind, it may be best to take the course at a different time.

- **Please note that interviews affect two people in class on presentation days.** We do not have time to re-schedule interviews, no-show partners will receive a zero. The exception to this is with unique emergency situations where official documentation can be provided for the absence. If you know in advance you will be gone on “X” day for an excused absence (see documented instances below), inform me so you are not scheduled to present that day.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized documented activities (e.g., legal, military) beyond two days will be added up to account for two of your free days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., extended hospitalization, illness) will be dealt with on an individual basis; however, documentation is required for verification of each absence. Let me know as soon as possible so we can work through situations together.

**Extended leave circumstances:** If you need to be away from class from an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments due during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

**Expectations of time for in-class contact hours and out-of-class preparation**

*For this type of a course, the university policy, and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.”*

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum time needed to complete an assignment.

**Professional Communication/Visiting with your Professor:**

Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students). “Hey Dr. P” is fine; “Yo Donna” is not 😊

Students also 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, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me by email.
Professional written correspondence should also be followed. If you send me an email, use professional email etiquette. Indicate the course and topic in the RE: heading. Here’s an example of a professional email that you should follow:

<table>
<thead>
<tr>
<th>RE:  Comm 3100 (or Interviewing Class) – professional interview question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Dr. Pawlowski (or Hi Dr. P),</td>
</tr>
<tr>
<td>I wanted to visit with you about my person for the professional information gathering interview to make sure she would be appropriate to interview. When would be a good time to stop by your office?</td>
</tr>
<tr>
<td>Thank you,</td>
</tr>
<tr>
<td>John Johnson</td>
</tr>
</tbody>
</table>

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours; perhaps longer on the weekends) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours so we can have a discussion of the topic or assignment at hand. I want you to understand the material to successfully accomplish the assignments. Five minutes in person may be more fruitful than 10 emails back and forth ☺ If you are concerned about your writing more broadly, please set up an appointment with the Writing Resource Center.

**Classroom Environment of Professional and Respectful Behaviors:**
There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning,

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins. Coming to class and being on your phone until the second class begins is not getting to know your classmates.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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, stretch yourself and try to voice your ideas so we can hear your great thoughts. A nice, shared balance is a great way to learn from everyone.
- Please visit with me privately if you have concerns about the nature of the course; sharing ideas publicly in class is not an appropriate forum for class concerns.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence and dress in the classroom. Our academic classroom is a professional classroom.
Allergies and Being Air Aware – often people have invisible illnesses, allergies, and sensitivities from foods or scents (i.e., cologne, perfumes, aftershave, lotions, essential oils); please be consciousness of this, as it can make others quite sick from airborne, contact, or smell of certain substances or foods. Please let me know if you have any food allergies.

Being in class means not working on other classes during this class or being on your phone. Slip out for a few minutes and come back in if you need to take care of something.

**BOTTOM LINE - We are human.** Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

** Civility is a cornerstone of society.** We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas, lifestyles, or topics are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one’s ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic, disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information [https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/handbook/)

We will be creating our own Communication Civility [Respect] Code for identifying appropriate and respectful communication behaviors during class.

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices 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 or multitask, it lowers your concentration regarding the material at hand.

Previous students (via research and in my classes) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, the class, me, or your own learning. 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, pulling up your eBook, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone.
This respect is especially important during others' presentations. ANY devices used, or typing/writing your notecards, during others' presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:**
The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record or take picture of class activities, discussion, or lectures without prior written or verbal permission. It is a violation of privacy, as materials contain others and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

**Learning Needs/Accessibility Services/Physical and Mental Health Needs:**
I will mix 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.

- **Accessibility Services:** I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them and will treat anything you or the Accessibility Office tell me with respect and discretion.

- **Student Health and Counseling Services:** Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/

- **The Advising Success Center** is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

Late Work for Larger Graded Assignments: Assignments are considered late after the start of class period they are due (regardless of D2L or hard copy submission – D2L must be posted prior to start of class). Late papers up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late (four to seven days will earn 20%); anything beyond one week/7 calendar days will not be graded and will receive a zero. *Please note this policy is only for larger assignments; chapter connections and application activities are worth 50% if they are late. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Emergencies will be dealt with on an individual basis but will require documentation.

Missed Presentations/Interviews: Please don’t do it! Check the syllabus for presentation due dates and plan accordingly.
- No shows for presentations, or any other reason for missing a presentation/interview without valid documentation will likely earn a zero, or at the very most, 50% of total points earned. Presentations need to be made up within one week and may/may not be able to be presented in class; your audience or interview partner may be faculty members.
- IF something unexpectedly comes up, you need to have your materials in D2L to demonstrate good faith effort of being prepared regardless of outside circumstances. Thus, a flat tire without materials loaded on the day of your assignment/interview does not necessitate earned make-up time.
- If you know you will be out of town for university activities or any other special circumstance (with valid documentation), coordinate with me in advance 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.

Please do not skip 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: Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me before the day of the exam so your exam can be taken at a date decided upon by you and me; preferably before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Exams need to be made up within one week. Emergencies will be handled on an individual basis but will require documentation.

Incompletes: Not granted unless extreme/documentated circumstances make it impossible to finish the course.

Extra Credit: Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

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/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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers, outlines, or presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented via APA. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Academic dishonesty often results from misunderstanding how to properly cite sources, lack of confidence in one’s own abilities, or poor time management. Luckily, these problems can be solved with adequate time to formulate your ideas and consult with me where needed. Let’s answer questions before you turn in your assignment than to deal with the unpleasant (for both of us) consequences of academic dishonesty after the fact.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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:

https://www.bemidjistate.edu/offices/student-life-success/handbook/

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

Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. Visit their website for hours! https://www.bemidjistate.edu/services/wrc/
To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.

Grading Procedures and Policies

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage as per the grade scale identified below.

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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned 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.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>67-69.99</td>
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<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. 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, & 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.

For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!
<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS (includes most linked sub-asst’s)</th>
<th>% possible</th>
<th>% earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Exam 1 – 10%</td>
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<tr>
<td>• Exam 2 – 10%</td>
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<td>• Exam 3 – 10%</td>
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<td>30</td>
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<tr>
<td><strong>Mini-Interviews and Analyses of Communication Skills</strong></td>
<td></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><strong>Employment Interview Assignment</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Job Description</td>
<td></td>
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<tr>
<td>• Organizational Fact Sheet</td>
<td></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</td>
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<tr>
<td>• Interview Presentation as Employer/Interviewer</td>
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<tr>
<td>• Interview guides (for both)</td>
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<tr>
<td>• Thank You Note</td>
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<tr>
<td><strong>Professional Information Gathering Interview and Presentation</strong></td>
<td></td>
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<tr>
<td>• Organizational Fact Sheet</td>
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<tr>
<td>• Interview Guide</td>
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<tr>
<td>• Oral Presentation</td>
<td></td>
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<tr>
<td>• Supporting Documentation (protocol and notes)</td>
<td></td>
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<tr>
<td>• Written Report</td>
<td></td>
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<tr>
<td>• Verification of Interviewer</td>
<td></td>
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<tr>
<td>• Thank You Note</td>
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<td></td>
<td>20</td>
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<tr>
<td><strong>Situational Interview</strong></td>
<td></td>
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<tr>
<td>• Interview guides</td>
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<tr>
<td>• Interview presentation</td>
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<tr>
<td><strong>Chapter Connections and Application Activities</strong></td>
<td></td>
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<tr>
<td>• Various in-class and out-of-class assignments</td>
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<tr>
<td>throughout the semester</td>
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<td><strong>TOTAL PERCENTAGE</strong></td>
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<td>100</td>
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</tbody>
</table>
### “Living” Course Schedule – subject to change if necessary

- The following is a tentative schedule and is subject to change if necessary. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises; you will be asked to complete some out-of-class assignments, and some will be done for in-class activities – stay tuned for specifics. You will be informed at least one class period in advance for out-of-class exercises.
- Larger graded assignments, interviews, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulates points) will occur. 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!**
- We will utilize the text frequently in class; please have your text handy for class.
- Chapters are front-loaded in order to make application to interviews/presentations later in the semester. We will utilize the text frequently in class; please bring your text on assigned chapter dates.

**Hard copy** means bring the typed assignment with you to class (at the start of class) and turn it in for a grade.

**ANYTHING that states D2L means that the assignment needs to be in D2L prior to the start of class to potentially earn full credit; timestamped by 9:59am.** Many assignments require both hard copy and D2L so check for details.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (Includes chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Monday August 22**</td>
<td>Introduction to Course/Syllabus/Course Expectations</td>
<td>In-Class Discussion and What is Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Class: what we will work on during class</td>
</tr>
<tr>
<td>** Wednesday August 24**</td>
<td>Chapter 1 – An Introduction to Interviewing</td>
<td>Ass’t Due: what needs to be loaded prior to class and/or brought to class in hard copy and turned in for a grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus Discussion</td>
</tr>
<tr>
<td>** Friday August 26**</td>
<td>Chapter 1 con’t</td>
<td>In Class: Exercise 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check on Zoom capabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• used on rare occasions or for zoom office hours</td>
</tr>
<tr>
<td>** Monday August 29**</td>
<td><strong>Pre-Assessment Interview of Communication Interview Skills</strong></td>
<td><strong>Pre-Assessment Interview of Communication Interview Skills</strong></td>
</tr>
<tr>
<td></td>
<td><strong>everyone be ready this day; we will get through as many as possible</strong></td>
<td>(done in pairs in class- NO MORE than 6 minutes total per pair)</td>
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<td></td>
<td></td>
<td>Ass’t Due – for EVERYONE this day:</td>
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<td></td>
<td></td>
<td>• Pre-PRCA – D2L only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pre-assessment paper and interview questions – turn in hard copy and</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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</tr>
<tr>
<td>Wednesday August 31</td>
<td><strong>Finish Pre-Assessment Interview of Communication Interview Skills</strong>&lt;br&gt;Begin Chapter 2 – An Interpersonal Communication Process – includes cultural and gendered implications of interviewing</td>
<td><strong>Pre-Assessment Interview of Communication Interview Skills</strong>&lt;br&gt;<em>open class discussion from observations</em></td>
</tr>
<tr>
<td>Friday September 2</td>
<td>Chapter 2 con’t</td>
<td>In-Class: Creating Process Models&lt;br&gt;For this ass’t, it will be important to be familiar with chapter two prior to coming to class</td>
</tr>
<tr>
<td>Monday September 5</td>
<td>No Classes – Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Wednesday September 7</td>
<td>Chapter 2 con’t</td>
<td>In-Class: Presentation of Process Models</td>
</tr>
<tr>
<td>Friday September 9</td>
<td>Chapter 3 – Questions and Their Uses</td>
<td>In-Class: Ch 3 – Exercise #1</td>
</tr>
<tr>
<td>Monday September 12</td>
<td>Chapter 3 – con’t</td>
<td><strong>Ass’t Due:</strong> Ch 3 – Exercise #2 (p. 53-54), put in D2L and bring a hard copy to class to turn in for a grade – does not need to be typed if you don’t want, you can take a picture and upload to D2L</td>
</tr>
<tr>
<td>Wednesday September 14</td>
<td>Chapter 3 con’t</td>
<td>In-Class: Ch 3 – Exercise 3 Questions for Exam?&lt;br&gt;Be thinking about your professional, and a potential job for employment interviews</td>
</tr>
<tr>
<td>Friday September 16</td>
<td><strong>Exam One – Content Covers Chapters 1-2-3 and any additional notes I provided in class or put on D2L</strong></td>
<td><strong>Exam One – Content Covers Chapters 1-2-3 and any additional notes I provided in class or put on D2L</strong></td>
</tr>
<tr>
<td>Monday September 19</td>
<td>Chapter 4 – Structuring the Interview</td>
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</tr>
<tr>
<td>Wednesday September 21</td>
<td>Chapter 4 con’t</td>
<td>In-Class: Exercise from chapter</td>
</tr>
<tr>
<td>Friday September 23</td>
<td>Chapter 5: The Informational Interview (p 71-82; 89)</td>
<td><strong>Explanation of professional interview</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Take time next few weeks to meet with me for a wellness check</strong></td>
<td><strong>Stop by my office hours and/or connect via zoom</strong></td>
</tr>
<tr>
<td>Monday September 26</td>
<td>Chapter 5 con’t</td>
<td><strong>Ass’t Due:</strong> Professional's name and workplace for professional interview –</td>
</tr>
<tr>
<td>Date</td>
<td>Work</td>
<td>Details</td>
</tr>
<tr>
<td>---------------------</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Wednesday September 28</td>
<td>Employment interview preparation</td>
<td>In Class work</td>
</tr>
<tr>
<td></td>
<td>Chapter 7 – The Recruiting Interview</td>
<td>Preparation will include creating job descriptions and fact sheets, creating resumes – cover letters – designing interview protocol – examining lawful and unlawful interview questions</td>
</tr>
<tr>
<td>Friday September 30</td>
<td>Chapter 7 &amp; 8 con’t</td>
<td>In-Class work</td>
</tr>
<tr>
<td>Monday October 3</td>
<td>Chapter 7 &amp; 8 con’t</td>
<td>In-Class work</td>
</tr>
<tr>
<td>Wednesday October 5</td>
<td>Chapter 7 &amp; 8</td>
<td>Ass’t Due: Final Typed Job Descriptions/ Statements and Org Fact Sheets</td>
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<td></td>
<td></td>
<td>* one copy for a grade – hard copy and D2L</td>
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<td></td>
<td></td>
<td>* one for your interview partner – hard copy in class with email back-up to partner</td>
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<td></td>
<td>*1/2 off your grade for these items if they are not given to your partners this day</td>
</tr>
<tr>
<td>Friday October 7</td>
<td>Exam Two – Covers Chapters 4-5-7-8 and any additional notes I provided in class or put on D2L</td>
<td>Exam Two – Covers Chapters 4-5-7-8 and any additional notes I provided in class or put on D2L</td>
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<tr>
<td></td>
<td></td>
<td>In Class: Exchange of interview materials with your partners</td>
</tr>
<tr>
<td>Monday</td>
<td>Final preparation for Employment Interviews</td>
<td>Final preparation for Employment Interviews</td>
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<tr>
<td>October 10</td>
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<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Employment Interviews</th>
<th>Employment Interviews</th>
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</thead>
<tbody>
<tr>
<td>October 12</td>
<td>*Peer critiques</td>
<td>*Peer critiques</td>
</tr>
<tr>
<td></td>
<td>First day of interviews – good luck 😊</td>
<td></td>
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</tbody>
</table>

*Professional Interview Reminders:* - check criteria for specifics
*Interview protocol/questions (and fact sheet) are due in advance
*Thank you note within one week after interview (forward original email to me after you send) - have some substance and professionalism to your thank you note – see sample on D2L for ideas

<table>
<thead>
<tr>
<th>Friday</th>
<th>Employment Interviews</th>
<th>Employment Interviews</th>
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<tbody>
<tr>
<td>October 14</td>
<td>*Peer critiques</td>
<td>*Peer critiques</td>
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<table>
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<tr>
<th>Monday</th>
<th>Employment Interviews</th>
<th>Employment Interviews</th>
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<tbody>
<tr>
<td>October 17</td>
<td>*Peer critiques</td>
<td>*Peer critiques</td>
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<tr>
<th>Wednesday</th>
<th>Employment Interviews</th>
<th>Employment Interviews</th>
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<tbody>
<tr>
<td>October 19</td>
<td>*Peer critiques</td>
<td>*Peer critiques</td>
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<table>
<thead>
<tr>
<th>Friday</th>
<th>No Classes</th>
<th>No Classes</th>
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<tbody>
<tr>
<td>October 21</td>
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<tr>
<th>Monday</th>
<th>Employment Interviews</th>
<th>Employment Interviews</th>
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<tbody>
<tr>
<td>October 24</td>
<td>*Peer critiques</td>
<td>*Peer critiques</td>
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</tbody>
</table>

*Ass’t Due: Interview Guides for Applicant/interviewee and Employer on Day of your Interview*
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday October 26</td>
<td>Chapter 9 – The Performance Interview</td>
<td>In-Class: Submit the type of situational interview you want to practice – performance review, counseling, or health care</td>
</tr>
<tr>
<td>Friday October 28</td>
<td>Chapter 9 con’t</td>
<td>In-class: analysis of sample performance review interview</td>
</tr>
<tr>
<td>Monday October 31</td>
<td>Chapter 11 – The Counseling Interview</td>
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</tr>
<tr>
<td>Wednesday November 2</td>
<td>Chapter 11 con’t</td>
<td>Ass’t Due: Counseling interview analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class: explanation of situational interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draw for situational interviews</td>
</tr>
<tr>
<td>Friday November 4</td>
<td><strong>Situational Interviews</strong></td>
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<tr>
<td></td>
<td>Ass’t Due: Supporting materials</td>
<td></td>
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<tr>
<td></td>
<td>Peer critiques – open class discussion</td>
<td></td>
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<tr>
<td>Monday November 7</td>
<td><strong>Situational Interviews</strong></td>
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<td></td>
<td>Ass’t Due: Supporting materials</td>
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<td></td>
<td>Peer critiques – open class discussion</td>
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<tr>
<td>Wednesday November 9</td>
<td>Chapter 12 – The Health Care Interview</td>
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<tr>
<td>Friday November 11</td>
<td>No Classes – Veteran’s Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Monday November 14</td>
<td>Chapter 12 con’t</td>
<td>In-class: analysis of sample health care interview</td>
</tr>
<tr>
<td>Wednesday November 16</td>
<td>Chapter 12 con’t</td>
<td>ZOOM Class Period-synchronous – cameras ON during class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draw for last round of situational interview Discussion of professional presentations</td>
</tr>
<tr>
<td>Friday November 18</td>
<td><strong>Exam Three – Covers Chapters 9-11-12 and any additional notes I provided in class or put on D2L</strong></td>
<td><strong>Exam Three – Covers Chapters 9-11-12 and any additional notes I provided in class or put on D2L</strong></td>
</tr>
<tr>
<td>Monday November 21</td>
<td>Dr. P at National Comm Ass’n Convention</td>
<td>Work on professional presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Class ass’t for last situational group: meet on zoom and select your situation; put in D2L so I know who’s doing what – give yourself breakout groups to work on items a bit.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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</tr>
<tr>
<td>Wednesday November 23</td>
<td>No Classes – Thanksgiving Break</td>
<td>I’ll be available for zoom during class time if anyone has questions about professional interviews</td>
</tr>
<tr>
<td>Friday November 25</td>
<td>No Classes – Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Monday November 28</td>
<td><strong>Situational Interviews</strong></td>
<td><strong>Situational Interviews</strong></td>
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<tr>
<td></td>
<td>Ass't Due: Supporting materials</td>
<td>Ass't Due: Supporting materials</td>
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<tr>
<td></td>
<td>Peer critiques – open class discussion</td>
<td>Peer critiques – open class discussion</td>
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<tr>
<td></td>
<td></td>
<td>Last minute questions for professional interview</td>
</tr>
<tr>
<td>Wednesday November 30</td>
<td><strong>Presentations: Professional Information Gathering Interview</strong></td>
<td><strong>Presentations: Professional Information Gathering Interview</strong></td>
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<td></td>
<td>Ass't Due: Supporting materials</td>
<td>Ass't Due: Supporting materials</td>
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<td></td>
<td>Peer critiques – open class discussion</td>
<td>Peer critiques – open class discussion</td>
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<tr>
<td></td>
<td></td>
<td>Last minute questions for professional interview</td>
</tr>
<tr>
<td>Friday December 2</td>
<td><strong>Presentations: Professional Information Gathering Interview</strong></td>
<td><strong>Presentations: Professional Information Gathering Interview</strong></td>
</tr>
<tr>
<td></td>
<td>Ass't Due: All supporting materials (see ass’t criteria for details)</td>
<td>Ass't Due: All supporting materials (see ass’t criteria for details)</td>
</tr>
<tr>
<td></td>
<td>– due for everyone today!</td>
<td>– due for everyone today!</td>
</tr>
<tr>
<td>Monday December 5</td>
<td><strong>Finish presentations (if needed)</strong></td>
<td><strong>Course wrap-up/questions for post-assessment and final interviews</strong></td>
</tr>
<tr>
<td></td>
<td>Course wrap-up/questions for post-assessment and final interviews</td>
<td>Course wrap-up/questions for post-assessment and final interviews</td>
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<td></td>
<td>* course evaluations (if time)</td>
<td></td>
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<tr>
<td>Wednesday December 7</td>
<td>No Classes – Reading and Review Day</td>
<td></td>
</tr>
<tr>
<td>Finals Week Wednesday</td>
<td><strong>Final timeslot: 10:30am-12:30pm - our classroom</strong></td>
<td><strong>Post-Assessment Exit Interview of Communication/Interview Skills</strong></td>
</tr>
<tr>
<td>December 14th</td>
<td><strong>Post-Assessment Exit Interview of Communication/Interview Skills</strong></td>
<td>Asst’s Due:</td>
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<td></td>
<td>*course evals (if not done earlier)</td>
<td>• Post-assessment paper and interview questions</td>
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<td>• Post-PRCA</td>
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</tbody>
</table>
Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course information</th>
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<tbody>
<tr>
<td><strong>Subject (i.e. SOWK)</strong></td>
<td><strong>Subject (i.e. SOWK)</strong></td>
</tr>
<tr>
<td>COMM 3110</td>
<td>Credits</td>
</tr>
<tr>
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<td>□ 1 credit</td>
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<td>3 credits</td>
<td>□ 2 credits</td>
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<td>3 credits</td>
<td>□ 5 credits</td>
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<td>3 credits</td>
<td>□ Other (   )</td>
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<td>Course Title</td>
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<td>Organizational Communication</td>
<td>Abbreviated Title (20 characters total)</td>
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<tr>
<td>Organizational Comm</td>
<td>Abbreviated Title (20 characters total)</td>
</tr>
<tr>
<td>Course Description</td>
<td>Course Description</td>
</tr>
<tr>
<td>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. Liberal Education Goal Area 5.</td>
<td>This course examines historical and contemporary communication models, theories, and processes within organizational environments. Students will critique social practices and examine the effects of communication messages on employees, employers, and external publics. Topics of analysis include organizational change, decision-making, socialization, gendered identities, leadership, bullying, diversity and inclusion, emotion, technology, and conflict management. Students will learn to develop effective communication behaviors for being successful in their organizational lives. Core Curriculum Goal Area 5.</td>
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Undergrad Course Number 3110 Undergrad Course Number No Change
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<thead>
<tr>
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<td>If applicable, Graduate Course Number</td>
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<td>If applicable, Graduate Prerequisites</td>
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<td>If applicable, Graduate Prerequisites</td>
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<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>Maximum of two core curriculum goal area(s)</td>
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<tr>
<td>☐ Core Goal 1 Communication</td>
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<td>☐ Core Goal 3 Natural Science</td>
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<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
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<td>☐ Core Goal 4 Math/Logical Reasoning</td>
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<tr>
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<tr>
<td>☐ Core Goal 10 People and the Environment</td>
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<td>☐ Core Goal 10 People and the Environment</td>
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<td>☐ Core Goal 11 Performance &amp; Participation</td>
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<td>☐ Core Goal 11 Performance &amp; Participation</td>
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</tbody>
</table>

**Questions:**
Core Curriculum Contact Info:
liberaleducation@bemidjistate.edu

<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
<th>No Changes</th>
</tr>
</thead>
</table>
the end of the course description.
Copy/Paste the current major content areas into this area.

| 11. Organizational Diversity Processes |
| 12. Organizations as Communication Systems |
| 13. Process of Emotions in the Workplace |
| 14. Socialization Processes |
| 15. Technological Processes in Organizational Communication |
| 16. Work-Life Balance |

| Current Learning Outcomes |
| Copy/Paste from the common course outline – see instructions above |

| 1. create appropriate organizational communication messages for internal and external audiences. |
| 2. identify, explain, and compare theories and models of organizational communication. |
| 3. 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. |
| 4. examine and evaluate the implications of contemporary social issues (e.g., diversity, identity, gender, power, muted communication, etc.) on organizational members’ lives. |
| 5. examine one’s role in enacting appropriate communication to influence change in organizational life. |
| 6. critique communication behaviors in organizations via historical and contemporary theoretical perspectives (e.g., human relations, human resources, systems, classical, critical, cultural). |
| 7. survey current literature and articulate how relevant communication processes are studied |

| Proposed Learning Outcomes |

Please reference Blooms Taxonomy action verbs

Start each with “Students will be able to.”

| 1. create appropriate oral and written organizational communication messages for internal and external audiences. |
| 2. identify, explain, and compare theories and models of organizational communication. |
| 3. 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. |
| 4. examine and evaluate the implications of contemporary social issues (e.g., diversity, identity, gender, power, muted communication, etc.) on organizational members’ lives and present findings to the class. |
| 5. examine one’s role in enacting appropriate communication to influence change in organizational life. |
| 6. critique communication behaviors in organizations via historical and contemporary theoretical perspectives (e.g., human relations, human resources, systems, classical, critical, cultural). |
| 7. survey current literature and articulate how relevant communication processes are studied |
differently based on diverse theoretical assumptions and organizational identities.
8. critique and critically analyze organizational communication messages in various contexts using the appropriate theories and tools for analysis.
9. apply analytical methods for describing, critiquing, and improving organizational communication across various organizational institutions.

studied differently based on diverse theoretical assumptions and organizational identities.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>☒ All years</td>
<td>☐ All years</td>
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<td>☐ Even years</td>
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<tr>
<td>☐ Odd years</td>
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<tr>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
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</table>

Indicate the reason for course modification or new course creation

We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

What will be the course offering frequency for this course each term

Fall
- ☒ All years
- ☐ Even years
- ☐ Odd years
- ☐ Dpt Discretion

Spring
- ☐ All years
- ☐ Even years
- ☐ Odd years
- ☐ Dpt Discretion

Summer
- ☐ All years
- ☐ Even years
- ☐ Odd years
- ☐ Dpt Discretion

Proposed course cap (max class size)

25

What qualified faculty will be available to teach this course?

Pawlowski

Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.)

☐ Yes; this course is repeatable
   The maximum credits it can be taken is __________

☒ No, this course is not repeatable

What is the primary delivery method for this course?

☒ On-campus
☐ On-campus HyFlex (on-campus and online synchronous at same time)
<table>
<thead>
<tr>
<th>Complete only for new courses</th>
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</thead>
</table>
| Are there additional library or other resources needed that will need to be provided for this course not already available? | ☐ No, No additional resources are needed for this course  
☐ Yes, Additional resources are needed. Please indicate resources below: 1.

<table>
<thead>
<tr>
<th>Complete only for course modifications</th>
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</thead>
</table>
| What special property or service fee(s) would be charged to students taking this course?  
These charges would be for 1. Items retained by the student and have an educational or personal value beyond the classroom 2. Services on the student’s behalf (see MinnState Board Policy 5.11) | ☐ No special property or fee(s)  
☐ Yes, there are special property or fee(s) requested  
Amount per student: $__________________________  
Will be used for: ________________________________|
| May this modified course replace the current course for students that remain in an old catalog | ☑ Yes  
☐ No .... STOP; Instead drop the current course & submit a new course form.|
| Do these modifications change any of the following? | ☐ Yes, Major Content Areas will be updated. The updates are indicated below.  
☑ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.  
☐ Yes, Student Learning Outcomes will be updated & updates are below.  
☐ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.  
☐ Max Class Size  
If yes, what is the proposed new class size _____|
| Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)? | ☑ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program  
☐ Yes, I have checked, and this course is in the following program(s).  
1.  
2. |
as follows:
1. Go to the [catalog](#)
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)

☐ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).
   1. Core Area 5
      2. 

If yes, to previous question

☐ Yes, the department chair(s) have been notified of this course modification from their program(s)
   - Notification was done by email. Their response is copy/pasted below.
   - Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.

☐ Notification was completed by phone on the following date.
   Date: _______________________
   Who: _______________________

Indicate each person who a notification was sent to:

---

Attach a sample syllabus for the course below.
CORE CURRICULUM 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 Core Curriculum
- 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: COMM 3110
Credits: 3
Course description:
This course examines historical and contemporary communication models, theories, and processes within organizational environments. Students will critique social practices and examine the effects of communication messages on employees, employers, and external publics. Topics of analysis include organizational change, decision-making, socialization, gendered identities, leadership, bullying, diversity and inclusion, emotion, technology, and conflict management. Students will learn to develop effective communication behaviors for being successful in their organizational lives.

Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites.
No
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
How often will this course be offered? Every Fall
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 competency (Core Curriculum learning outcomes) categories, A-D. Please checkmark the competencies met by the course under consideration.

Students will be able to:
__X__ A. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition, adapt reasoning and interpretation to available data sources.

_____ B. describe social institutions and processes across a range of historical periods and cultures, while empathizing and trying to understand the perspectives of people in diverse situations.

__X__ C. practice the following:
• Use and critique alternative explanatory systems or theories,
• Creatively adapt analysis to counter bias in sources and prior interpretations.

__X__ D. practice the following:
• Develop and critique alternative explanations or solutions for historical and social issues,
• Communicate and apply historical or social/behavioral knowledges to contemporary issues facing the community.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

__X__ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

__X__ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

__X__ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability          _____ Empathy

__X__ Communication        __X__ Knowledge (content; pursuit of; life-long learning)

_____ Creativity           _____ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:
Students will examine communication models, theories, and processes within organizational environments. They will critique social practices and examine the effects of communication messages on employees, employers, and external publics. Students will learn to develop effective communication behaviors for being successful in their organizational lives.

---

**STEP 4: ASSESSMENT & REPORTING**

**What will be assessed?**
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and trait(s) selected in Step 3.

**Communication:** Communication (behavioral domain) will be assessed through appropriate use of communication strategies used when analyzing organizational situations in diverse contexts via case studies and consultant project. Students will also be practicing their communication skills in a conversational analysis with an external organizational member and presenting their projects to the class.

**Knowledge:** Student’s cognitive knowledge will be assessed through exams, appropriate use of identified strategies for analyzing case studies, appropriate analysis of organizational issues (e.g., bullying, sexism, racism, diversity) and recommendations communicative behaviors, and application activities linked to chapter concepts.

**How will it be reported?**
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

---

**STEP 5: SUPPORTING MATERIALS**

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 5 and 2) will be assessed in this course.

Please include the following supporting materials:

___x___ Course Syllabus, which includes:

___x___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___x___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

___x___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

___x___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

[] May include additional outcomes that do not map to the Core Curriculum (optional)

___x___ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

**Professor:** Dr. Donna Pawlowski, Ph.D., Professor and Coordinator of Communication Studies

**Office:** Sattgast 215E

**Email:** donna.pawlowski@bemidjistate.edu

(Email is the most efficient way to contact me)

**Phone:** (218) 755-2487 - Office number

**Class will meet in our classroom,** Hagg Sauer 108, on MWF from 9-9:50am. We will not be doing zoom and in-person class at the same time; so please be in attendance for in-person classes.

**Liberal Education:** This 3-credit course meets requirements toward liberal education goal areas 2 and 5. No required prerequisites.

**Student Office Hours:** I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I’m available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

**Any Questions?**

**In-Person Office hours:** Monday 1-4pm, Wednesday 1-3pm. Please note that when I am in my office, I leave my office door open to create a welcoming atmosphere; however, with mask protocols, my door may be shut at times. This should not deter you from visiting!! I have a window in my door, so feel free to just knock to make sure I see you and then come on in 😊 I am fully vaccinated but if either of us is not comfortable in the office space (via masking or vaccination protocols), we can find a different space for conversation.

**ZOOM office hours:** Tuesday 10am-2pm. While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Link for office hours (when applicable):

https://minnstate.zoom.us/j/93440028867

Passcode: commrocks

**ZOOM Link for class periods:** We will practice with a Zoom early in the semester to make sure everyone is knowledgeable and has proper Zoom capability. Again, any future Zoom class will take place ONLY IF it is necessary to meet in this modality, otherwise as noted, class will meet in person in our classroom. When you use Zoom, please use your BSU account, as it is the most secure.

https://minnstate.zoom.us/j/92499880974

Passcode: commrocks

Information about setting up your account can be found here: https://www.bemidjistate.edu/offices/its/knowledge-base/zoom-web-conferencing/. You can also contact BSU Information Technical Services (ITS) help desk at helpdesk@bemidjistate.edu or call them at 218-755-3777 for assistance.

**Zoom Etiquette (in brief):** Please join on time and do a technology check beforehand. Remember to log in with your BSU account. Try to choose a place that will enable you to focus on class and your classmates. Look and act like you would in class; dress appropriately and demonstrate positive communication (no pajamas, reclining or lying down, please). So, we can get to know you and to keep teaching is not a job – it’s what I love to do! Please come and visit me if you need help. Better yet, come and visit me so I can get to know you!
the class atmosphere as real as possible, please keep your camera on. Turn on your microphone when you share your ideas. Allowing us to see and hear you will help you become comfortable for being “present” for your classmates and will help you used to speaking with video and audio necessary for any presentations and group work.

**Land Acknowledgement:** BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land. This land acknowledgement is also on the D2L announcement page.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

You can also read more about this via the following link: [https://www.bemidjistate.edu/about/land-acknowledgment/](https://www.bemidjistate.edu/about/land-acknowledgment/)

**Mask protocol:** As per current CDC and MinnState guidelines, we will wear masks (or other ADA accommodations as per accessibility office) in the classroom. Masks should be those recommended by CDC and worn correctly over your nose and mouth. Also, please wear masks that are respectful so as not to distract from our learning. Mask wearing remains in effect until further notice. Failure to comply with wearing a mask will result in asking you to leave the classroom, as it disrupts the learning environment and may compromise others’ health. It also will be counted as an absence. Additionally, should the behavior continue, you may be asked to visit with our Vice President for Student Affairs before being admitted back into the classroom.

While wearing a mask is for your safety and protection, exceptions exist. As of right now, IF you are speaking at the front of the classroom where we can maintain some social distancing, you may remove your mask during presentations.

Even after the official guidelines are relaxed you may be asked to follow certain protocols to ensure the wellbeing of everyone in the classroom. Our priority is that all students have a safe experience on campus and that we can successfully continue with in-person instruction in this prolonged pandemic situation. Please stay tuned for any changes to these guidelines. I ask for your cooperation in ensuring the safety and protection of all!

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**Course (catalog) Description**

This course examines historical and contemporary communication models, theories, and processes within organizational environments. Students will critique social practices and examine the effects of communication messages on employees, employers, and external publics. Topics of analysis include organizational change, decision-making, socialization, gendered identities, leadership, bullying, diversity and inclusion, emotion, technology, and conflict management. Students will learn to develop effective communication behaviors for being successful in their organizational lives.

**Course Learning Outcomes**

(outcomes align with University Liberal Education Areas 2 & 5 as identified below)
While each person will acquire something different from this class, some outcomes remain constant for everyone. At the end of the semester, you will be able to:

1. Identify, explain, and compare theories and models of organizational communication
   - (exams, project, activities)
   - (GA 2, B, C, 5 C; trait knowledge)

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, project, activities)
   - (GA 2 C, D; 5 A, C, trait communication, knowledge)

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

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, project, activities)
   - (GA 2 A to D; 5 A, C, D; traits communication, knowledge)

5. Examine and evaluate implications of contemporary social issues (e.g., diversity, identity, gender, power, etc.) on organizational members' lives and present findings to the class
   - (exams, conversational analysis, case analysis, project, activities)
   - (GA 2 B to D; 5 A, C, D; traits knowledge)

6. Critique and critically analyze organizational communication messages in various contexts using the appropriate theories and tools for analysis
   - (conversational analysis, case analysis, project, activities)
   - (GA 2 A to D; 5 A, C, D; traits communication, knowledge)

7. Apply analytical methods for describing, critiquing, and improving organizational communication across various organizational institutions
   - (conversational analysis, case analysis, project, activities)
   - (GA A-D; 5 A, C, D; traits communication, knowledge)

8. Examine one’s role in enacting appropriate communication to influence change in organizational life
   - (project, activities)
   - (GA 2 D; 5 D; traits communication, knowledge)

9. Create appropriate oral and written organizational communication messages for internal and external audiences
   - (case analysis, project, activities)
   - (GA 2 C, D; 5 D; traits communication, knowledge)

Email/D2L/Technology Needs:
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).
- For changes, I will post information primarily through Email; I may also post some announcements in D2L.
  You are responsible for checking sources frequently to be informed of any notices and changes in the course.
- Check your email frequently/daily; if you ask me a question, I will respond sometimes within minutes if I'm online.

We also will use D2L. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents.
- Assignments will be typed and submitted to a D2L assignment dropbox folder.
- Several assignments will also require a hard-copy due at the beginning of class, check assignment sheets and syllabus for details.
• CAREFULLY check the D2L folder/dropboxes to correctly submit assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places and may impact your grade.

• Any assignments longer than two pages should be converted to a pdf before uploading to D2L to preserve the formatting of your document.
  o As a helpful note, it may be necessary for you to close your document after you save your document to a word or pdf before uploading it to D2L; sometimes it does not load appropriately when the document is “open” on your screen.

• Some programs (i.e., Pages) are difficult to download from D2L, consider Word or converting to PDF documents.

• Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.

• **Reference your D2L syllabus often**; this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in the D2L calendar.

**Required Materials:**


• We use the text extensively; please read assigned chapters prior to class, and have your text during class.

• I will post additional reading materials and videos on D2L.

**Supplemental Materials:**

You will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):


**Additional APA guides:**

  o Purdue Online Writing Lab: APA Style [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
**My Teaching Philosophy:** My background and training are in both Education and Communication Studies. I was also a first-generation student and came from a rural background where family and work ethics are important. As such, I care about what I do, and I care about you! Please see my teaching philosophy that outlines my student-centered approach to teaching.

![Image of teaching philosophy diagram]

**Course Format:** Much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practice of skills, and learning from others to enhance your knowledge. Typically, I will highlight issues and concepts from the chapter and then branch out to group application or discussion activities. As you can see from the learning pyramid below, your engagement with the material and with each other will contribute to your learning and retention of materials.

As this is an upper-level course, I am hoping to have in-depth discussions regarding the topics at hand. I would rather have you talk about and understand the concepts than leave the classroom with unanswered questions. To accomplish this, come to class prepared and ready to participate. What this looks like is having a positive attitude, bringing your text to class, reading materials, and completing assignments prior to class, being attentive and providing supportive feedback, and engaging in classroom discussion and group activities.

Staying up to date will be necessary to be successful in this class. You are responsible for reading all materials for exams and assignments, regardless of what is discussed “in class.” I encourage you to read and outline the chapters before coming to class and take additional notes in class. Use our classroom as “second exposure” of the material; you reading the material in advance should be “first exposure.” Additional readings will be added 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 meeting the course outcomes and/or benefit for your learning. I will inform you of changes verbally, email, and/or via D2L.

Learning Pyramid: Edgar Dale

“What we have to learn to do, we learn by doing”

(Aristotle)

Course Requirements and Major Assignments

The following will be used to accomplish and assess learning outcomes. **The following are brief explanations of your course requirements and outcomes fulfilled with each requirement. Please refer to individual handouts with assignment details and grading criteria.** Assignments allow you to (1) find organizational communication in your lives and in our society, (2) examine how communication can impact an organization through real case study analysis, and (3) investigate an organizational communication construct of interest to you resulting in recommendations for organizational cultures and your future organizational life.

1. **Examinations: 30%**

There will be three exams over the course of the term. To tap into your various learning styles, examinations will be a mixture of multiple choice, matching, true/false, identification, application, and short answer. Exam material will cover the text and any outside notes/readings read or discussed in class. Exams are NOT open book. Put all materials and devices (e.g., iPhone/iWatches) away during exams; anyone who uses an electronic device or other materials during an exam will have the exam taken away and will earn a zero. Additional academic dishonesty repercussions may apply. Each exam is worth 10%.

- Outcomes assessed: 1-2-4-5

2. **Organizational Communication Conversation Analysis: 15%**

**Purpose:** to learn about organizational culture and organizational communication through the eyes of those who have lived experience in the organizational world.

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

**Selecting the person:** You will select someone you know pretty well who will be honest with you regarding questions you ask about organizational culture and communication. No matter how well you know this person, it is unlikely you have had this particular conversation with them; it might be
enlightening to learn more about this person’s organizational life. Select an appropriate person who can help you understand working in organizations from various perspectives.

The person should have been in the workforce for at least a few decades (e.g., parents, aunt, uncle, family friend) so they can talk about the changes they experienced in organizations (regardless of whether they are currently working right now or not). Remember some folks were laid off in the early 2000’s and have needed to seek employment elsewhere or a different career path. They may also recently be experiencing a similar situation as a result of COVID-19. Select someone who can share their wisdom and knowledge about the organizational world. It’s okay to even talk to someone recently retired, as they have experienced the full range of socialization, metamorphosis, and exit phases of working in an organization.

**Logistics:**
- Think of this as a conversation with the person even though you will prompt them with some questions; so more of an informational-gathering interview.
- Interview needs to be face-to-face; either in person or over zoom. It’s just easier to see the person so you can have a conversation. Record if you can or take good field notes. You will turn in your notes with your report. These can be hand-written and scanned/uploaded. You don’t need to type your notes but turn them in, so I know what you talked about in your conversation. Take a picture of them or scan them if not typed.
- You will type 3-4 pages double-spaced (400ish words/page) report/analysis linking what the person shared with you to what we’ve been discussing in class. It should not be just a repeat of the questions and answers (I will get that with your interview field notes), but an analysis of what you learned from this person about their lived organizational life and communication experienced in their organization. You will have an introduction, analysis of topics, and end with some reflective thoughts of what you learned about organizations and organizational communication.
- This could easily be an hour conversation with the person; prepare them for any specific time limit.
- You may be at home or elsewhere when you have this conversation; try to minimize distractions during the conversation; it will show professionalism and seriousness that you really want to learn from this person!
- Feel free to let the person know you will be taking notes; as it is part of the assignment to turn in notes (tell the person I am the only one who sees the notes, but that you will be sharing generally what you learned from the conversation)
- ***USE GOOD judgment when sharing your information with each other in groups; if your interviewee shares something quite personal, perhaps refrain from sharing that verbally with your classmates.

**Topics may be** organizational values and mission, socialization, organizational culture, supervisor-subordinate relationships, management structure, mentoring, communication channels, effectiveness of communication, organizational changes, diversity, conflict, decision-making, volunteering, work-life balance, organizational advancement, leaving the organization.

**Structure:** I will guide you with some ideas and questions, but you will need to create a protocol that best fits your purpose and the person you are interviewing.

**Shared Highlights:** You will be sharing some highlights from your conversation and report with your classmates.

### 3. Case Study Analysis: 10%

Purpose: examine a case study that explore problematized communication in organizations. Case revolves around organizational civility/bullying, conflict, power, diversity, interpersonal relationships, gendered identities, and other communicative behaviors that impact organizational members. You will have a choice to draw upon your topic interests.
The case study report should be written in a professional manner with four major sections in the case study report, which are clearly labeled. The analysis should be 3 pages typed, double-spaced in length (400ish words per page), with step B and C being the bulk of your paper. Submit D2L.

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? 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 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 communication messages should we be sending?

USE TEXT MATERIALS THROUGHOUT THE CASE – Use at least 6 concepts (with depth and not just a mention) throughout your case analysis to help understand ideas and connect with the case. These should be specifically identified by page numbers.

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

4. Organizational Communication Consultant Project: 25%
Project Presentation: 5%

Purpose: to provide you with an opportunity to gain expertise in a specific aspect of organizational communication that affects your life today, or possibly in the future.

Outcomes assessed: 1-2-3-4-5-6-7-8-9
Assume that you are a professional consultant hired to help an organization improve their communication in the workplace. For example, you could look at leadership, organizational climate, motivation, socialization of new members, empowerment, work-life policies, decision-making practices, communicating with generational employees, emotion in the workplace, power, superior-subordinate communication, conflict, etc. There are a great number of topics you could explore. Papers will be 8-10 pages, typed, double-spaced. You may select to complete this project as an individual, or with a partner.

- You will first choose an aspect of organizational communication that you would like to examine. You will then conduct research to find at least six scholarly articles/chapters on your topic (8 if you have a partner). These sources should be within the last 15 years, always try to have the most updated research in papers. If you use historical pieces, or other news articles that you feel are necessary to demonstrate your ideas, they need to be in addition to your original six sources. It will be important to be well versed about your topic so you can provide substantive recommendations to an organization.

**Topic Approval:**
As a topic approval, you will turn in a justification for your topic, why you have an interest in this topic and why it is important to study. This process will help you determine if this is an appropriate topic, and one in which you can find enough interest and research to continue.

**General Overview:**
Find articles on your selected topic and organize the research in some meaningful pattern. Your research 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 appropriate feedback in conversations and (c) strategies for improving listening.

**Logistics (in brief):**
1. **Introduction** (1/2 page)
   - Your introduction will include a general orientation to the topic as a whole, discussing perhaps the history of the topic, arguing for why it is necessary 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).

2. **Literature Review** (4-5 pages)
   - Find appropriate articles for your topic at hand. 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. Sometimes topics naturally come together as you develop your literature review.
   - REMEMBER to keep the focus on organizational communication and how people are affected by these communication structures.
   - Divide your research 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. DO NOT list one article or piece of research at a time but intermingle your research to support your themes.
   - Sometimes it is easier to do the main parts of the body before completing the introduction.

3. **Organizational Recommendations** (2-3 pages):
• After you discuss your categories/themes, then it’s time to think about how your research might help to understand a particular organization or how it might affect your future. You can think about a specific organization, or you can reflect on your future employment and the importance of this topic in overall organizational life. What recommendations could you send to organizations to improve their communication now that you are an expert in this topic?

3. Reflections and Conclusion (1 pages)
• Step away and reflect on what you learned about organizational communication. What did you learn about yourself or organizational communication with this project? What takeaways will help you in your future?

5. References (not part of the page length):
• You will prepare a list of references at the end of your paper that is written in APA 7th edition.

6. Appendixes (if used) (not part of the page length):

Formatting:
Papers will be 8-10 pages in length with a minimum of 6 (or 8) scholarly research sources. Use 11-12 pt font, one-inch margins, (flush left only), page numbered, include headers (labeled areas as you see above), and typed. Estimate approximately 400 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).

Presentation:
You will be presenting your project to the class, which will be a graded component.

Formal structure and professionalism will be expected in presentations (introduction-body-conclusion). You will be providing a brief rationale of your topic, research, and what you analyzed. You should leave us with some “golden nuggets” or highlights of the importance of this topic and its implications on organizational communication.

You will be graded on organizational structure, content, and verbal and nonverbal elements of speech presentation. A speaking outline and visual aids will accompany your presentation. Presentations will be approximately 8 minutes in length – specific time will be determined once we know the number of presentations.

5. Chapter Connections and Assignments: Activities/Application/Preparation (15%):

Purpose: to help you apply text material to your daily lives, and examine concepts of organizations and organizational communication
• Outcomes assessed: 1-2-3-4-5-6-7-8-9

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, spend time with the material, there are many golden nuggets in the readings with great opportunity for critical thinking! The text is unique in that it has several features for reflection and interactive application of materials.

Outside assignments (taken from the book and elsewhere) will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., discussion questions, topic approvals, chapter and application assignments, family reflections, case analyses, self-assessments, etc.) will help you prepare for class and find relevance to your professional lives.

In-class activities (e.g., group application activities, chapter features, sharing of your outside assignments) will help you apply materials, share ideas, and learn from others.
Some assignments also will 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 and assignments are to be typed (unless otherwise noted) and submitted to D2L prior to the start time of class; some will also require a hard copy so check assignment and syllabus (or you may want a hard copy with you for easy access during discussion). 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, tiktok, or twitter, etc., during the activity or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity. Practice those communication skills!

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity; their purpose is to make application with concepts as they are discussed in class. 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 work. Outside assignments do not get free days.

Any assignment completed during class or turned in/load 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:
The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.

General Guidelines for All Assignments:
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates. (see more details with academic honesty policies).
I love what I do and enjoy a relaxed, yet professional 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 – Yes!** Attendance is important as we apply much of the content during class activities and group discussion. I realize life happens and you may need to miss on occasion. You have three “free” class periods/one week regarding in-class work. Please note that any in-class exams, simulation days, or any presentation days (as the speaker or audience member) cannot count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming in late or leaving early will count as one of your free days.

Use these days wisely and save them for personal days or non-university sanctioned activities (e.g., doctor appointments, illness, funeral, family wedding, family travel, helping a friend, unexpected work conflict, personal wellness day, club sport activity). Don’t feel as if you have to take any free days because I would love to see you every day!

**Additional Absences:** For every absence beyond your free days (up to 3 weeks of the course), you will earn a zero for in-class points. If you choose to miss 3 weeks of class (9 total absences), you have earned the right to fail the course regardless of your performance on assignments, presentations, or exams, as course outcomes are not fully met. If you find yourself getting too far behind, it may be best to take the course at a different time.

**Attendance** also relates to any disruptive behaviors (e.g., not wearing a mask, disrespectful language) where you may be asked to leave the classroom; if you are asked to leave for any reason, it will count as an absence.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized documented activities (e.g., legal, military, quarantining) will be added up to account for one of your days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences. Let me know as soon as possible so we can work through situations together.

**Extended leave circumstances:** If you need to be away from class from an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

**Expectations of time for in-class contact hours and out-of-class preparation**
For this type of a course, the university policy, and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum to complete an assignment.

**Professional Communication/Visiting with your Professor:**
Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students).

Students also 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 by email.

**Professional written correspondence** should also be followed. If you send me an email, use professional email etiquette; a one-line text speak email is not appropriate to start an email conversation and may not be answered. Indicate the course and topic in the RE: heading. Here’s an example of a professional email that you should follow:

```
RE: Comm 3110 (or Org Comm Class) – paper topic change

Hi Dr. Pawlowski (or Hi Dr. P),

I know I submitted a topic approval for my paper, but I was thinking of changing organizations to analyze. I originally had my church, but I work at Boys and Girls Club, which would provide more material to analyze. Can I use B & G club instead? If so, I can submit another approval with more details of what I want to do for the paper.

Thanks,
Jill Johnson
```

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours 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. Five minutes in person may be more fruitful than 10 emails back and forth 😊

**Classroom Environment of Professional and Respectful Behaviors:**
There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning.

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins. Put your phones away and talk to each other when you come to class.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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, stretch yourself to share once in a while so we can hear your great thoughts. A nice balance is a great way to learn from everyone.
- Please visit with me privately (rather than publicly) if you have concerns about the nature of the course.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence in the classroom. Our academic classroom is a professional classroom.
- Being in class means not working on other classes during this class or being on your phone. Slip out and come back in if you need to take care of something for a few minutes.

**BOTTOM LINE - We are human.** Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

Civility is a cornerstone of society. We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas—particularly for ideas, lifestyles, or topics—are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one’s ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic, disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct and BSU/MinnState policy. If this occurs, you may be asked to leave the classroom and may be asked not to return until you meet with the University Conduct Officer and may be subject to a judicial hearing. Refer to the code of conduct at this site for further information [https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/handbook/)

We will be creating our own Communication Civility Code for identifying appropriate and respectful communication behaviors during class.
**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices away during class. If you text or play on your phone/computer in class, most of us will notice! By playing on your technology in class, you have the potential to distract at least half of the class from paying attention to the material, the activity, or the presentation at hand. 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 or multitask, it lowers your concentration regarding the material at hand. I may limit the use of laptops, personal computing devices, or other electronics if they distract from the classroom learning environment.

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 learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. 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, pulling up your eBook, 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 any presentations. Devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:** The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record class activities, discussion, or lectures without prior written permission. It is a violation of privacy, as materials contain others and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or redistributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram, or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

**Learning Needs/Accessibility Services/Physical and Mental Health Needs:**
I will mix 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.

- **Accessibility Services:** I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions, and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them and will treat anything you or the Accessibility Office tell me with respect and discretion.

- **Student Health and Counseling Services:** Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/

- **The Advising Success Center** is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

**Late Work:** Except for daily/chapter/activities work (which is 50% after the start of class), late work on main graded papers (after the start of class or due date) up to one week, will receive 20% each day it is late. Anything beyond one week will receive a zero. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Remember 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. Presentations cannot be made up; no-shows will earn a zero.

**Exams:** Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, sometimes before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incompletes:** Not granted unless extreme, documented circumstances make it impossible to finish the course.
Extra Credit: Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

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/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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers, outlines, or presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented via APA. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Academic dishonesty often results from misunderstanding how to properly cite sources, lack of confidence in one’s own abilities, or poor time management. Luckily, these problems can be solved with adequate time to formulate your ideas and consult with me where needed. Let’s answer questions before you turn in your assignment than to deal with the unpleasant (for both of us) consequences of academic dishonesty after the fact.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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:

https://www.bemidjistate.edu/offices/student-life-success/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: The Writing Resource Center offers free, one-on-one assistance with all types of

Writing Resource Center Library – room 326 Phone: (218) 755-3919

Visit their website for hours!

https://www.bemidjistate.edu/services/wrc/
writing assignments and projects.

**Writing Resource Center**: Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit [https://bemidji.mywconline.com](https://bemidji.mywconline.com).

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**Grading Procedures and Policies**

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Out of fairness to everyone, these are strictly followed as per the grade scale identified below.

**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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned 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.

**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>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>67-69.99</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. 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, & 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.

For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!

**Graded Assignments and Percentages** – keep track of your percentages t/o the semester

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams - 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>
</tbody>
</table>
Case Study Analysis - 10%
Case 1

Organizational Communication Conversation Analysis - 15%
Report/Analysis, interview questions and notes, presentation

Organizational Communication Research Project - 30%
Paper Presentation

Chapter Connections and Assignments Activities/Application/ Preparation - 15%
- Daily work
- Various in-class and out-of-class assignments throughout the semester
- Includes attendance and participation

OVERALL Total Percentage

"Course Schedule – subject to change if necessary"

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises and discussion questions; you will be asked to complete some as out-of-class assignments, and some will be done for in-class activities – stay tuned for chapter specifics. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulate points) will occur. 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 fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Remember your final time period is a presentation – plan accordingly to be present during finals week.
- Some assignments are hard copy and D2L. Check assignments or schedule for details. Unless otherwise instructed, ANY D2L assignment needs to be timestamped in D2L prior to the start of class (9:59am) on the due date to potentially earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday January 10</td>
<td>Introduction to Course/Syllabus/Course Expectations</td>
<td>Organizational Communication Assessment Syllabus Discussion</td>
</tr>
</tbody>
</table>

24a.COMM_22-23
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday January 12</td>
<td>Class introductions</td>
<td>Introduce each other to the class In-Class: Comm models</td>
</tr>
<tr>
<td></td>
<td>Begin Chapter 1 - Introduction</td>
<td></td>
</tr>
<tr>
<td>Friday January 14</td>
<td>Chapter 1 con’t</td>
<td>Zoom Class – let's practice Zoom for when/if needed during the semester</td>
</tr>
<tr>
<td></td>
<td><strong>Zoom Class</strong> – go to class link: <a href="https://minnstate.zoom.us/j/92499880974">https://minnstate.zoom.us/j/92499880974</a></td>
<td>In-Class: Org definitions</td>
</tr>
<tr>
<td></td>
<td>Passcode: commrocks</td>
<td>Ass’t Due: Student data form – put in D2L</td>
</tr>
<tr>
<td>Monday January 17</td>
<td>No Classes – Martin Luther King Jr. Day</td>
<td></td>
</tr>
<tr>
<td>Wednesday January 19</td>
<td>Chapter 1 con’t</td>
<td>In-Class: Organizational perspectives</td>
</tr>
<tr>
<td>Friday January 21</td>
<td>Chapter 2 – Communication and Anticipatory Socialization</td>
<td>In-Class: anticipatory role sources</td>
</tr>
<tr>
<td>Monday January 24</td>
<td>Chapter 2 con’t</td>
<td></td>
</tr>
<tr>
<td>Wednesday January 26</td>
<td>Chapter 3 – Communication and Organizational Encounter</td>
<td>Ass’t Due: Socialization Reflection</td>
</tr>
<tr>
<td>Friday January 28</td>
<td>Chapter 3 con’t</td>
<td>Discussion of papers</td>
</tr>
<tr>
<td>Monday January 31</td>
<td>Chapter 4 – Communication and Management Theory</td>
<td>In-Class: Management Theories Activity Be thinking about your project topic – start digging for research articles that might interest you</td>
</tr>
<tr>
<td>Wednesday February 2</td>
<td>Chapter 4 con’t</td>
<td>In-Class: Theories group reporting</td>
</tr>
<tr>
<td>Friday February 4</td>
<td>Chapter 4 con’t</td>
<td>Finish group reporting</td>
</tr>
<tr>
<td>Monday February 7</td>
<td>Chapter 5 – Communication Channels and Structures</td>
<td>In-Class: Comm network patterns</td>
</tr>
<tr>
<td>Wednesday February 9</td>
<td>Chapter 5 con’t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions for exam?</td>
<td></td>
</tr>
<tr>
<td>Friday February 11</td>
<td>No Classes</td>
<td></td>
</tr>
<tr>
<td>Monday February 14</td>
<td>Finish chapters – questions for exam</td>
<td>Ass’t Due: Topic Approval for project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finish chapters – questions for exam</td>
</tr>
<tr>
<td>Wednesday February 16</td>
<td>Chapter 6 – Communication and Organizational Culture</td>
<td>In-class activity</td>
</tr>
<tr>
<td>Friday February 18</td>
<td><strong>Exam One – Covers Chapters 1-2-3-4-5- and any outside notes or readings</strong></td>
<td>Exam One – Covers Chapters 1-2-3-4-5-and any outside notes or readings</td>
</tr>
</tbody>
</table>
Wellness Check – How are you doing?  
Feel free to stop in and visit with me this week!

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Activity/Ass't Due</th>
</tr>
</thead>
</table>
| Monday, February 21| Chapter 6 con’t                   | In-Class Group Ass’t: BSU Organizational Culture Mapping  
**wear clothes for walking outside today** |
<p>| Wednesday, February 23 | Chapter 6 con’t               | Partial group work                                                                  |
| Friday, February 25  | Finish chapter 6                 | Partial group work                                                                  |
| Monday, February 28 | Group Presentations              | Ass’t Due: Group Presentation of Cultural Mapping – includes presentation notes and analysis |
|                     | Start Chapter 7 – Communication and Organizational Members |                                                                                          |
| Wednesday, March 2  | Chapter 7 con’t                  | In-Class: Mentoring activity                                                        |
| Friday, March 4     | Finish chapter 7                 | Ass’t Due: Case Study In-Class workshop and assignment – bring computers to find research |
|                     | Article data base review – APA review |                                                                                          |
| Mon-Fri, March 7-11 | No Classes – SPRING BREAK         |                                                                                          |
| Monday, March 14    | Chapter 8 – Communication and Leadership | Ass’t Due: Leadership grid In class: Leadership scenario analysis                      |
| Wednesday, March 16 | Chapter 8 con’t                  | Ass’t Due: Paper Article Check for research papers - three articles due (see criteria and grade sheet) In-Class: Ted Talk on Leadership |
| Friday, March 18    | Chapter 9 – Communication and Decision-Making |                                                                                          |
| Monday, March 21    | Chapter 9 con’t                  | In-Class: group activity                                                             |
| Wednesday, March 23 | Chapter 10 – Communication and Conflict | In-Class: Conflict activity                                                         |
| Friday, March 25    | Chapter 10 con’t                 | In-Class: Bullying at work video                                                     |
| Monday, March 28    | Chapter 11 – Communication, Power, and Resistance |                                                                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday March 30</td>
<td><strong>Exam Two</strong> – Covers Chapters 6-7-8-9-10-and any outside notes or readings</td>
</tr>
<tr>
<td>Friday April 1</td>
<td>Chapter 12 – Communication and Work-Nonwork Issues</td>
</tr>
<tr>
<td>Monday April 4</td>
<td>Ch 12 con’t</td>
</tr>
</tbody>
</table>
| Wednesday April 6  | Student Achievement Day – No Day Classes                              
|                    | Submit your work and support each other                               |
| Friday April 8     | Chapter 12 con’t                                                      |
| Monday April 11    | Chapter 13 – Communication and the Changing Work Environment: Technology, Diversity, and Globalization (pgs 340-358) |
| Monday April 11    | **Ass’t Due:** Interview analysis report– (based on discussion from your interview) Hard copy and D2L |
| Wednesday April 13 | Ch 13 con’t                                                           |
| Friday April 15    | Ch 13 con’t                                                           |
| Monday April 18    | Chapter 15 – Communication During Organizational Exit                |
| Monday April 20    | Chapter 15 con’t                                                      |
|                    | Questions for presentations or exam                                   |
| Friday April 22    | **Exam Three** – Covers Chapters 11-12-13-15-and any outside notes or readings |
| Monday April 25    | Workshop for Project Presentations – come with materials and questions! Course wrap-up Course evaluations |
| Wednesday April 27 | **Project Presentations**                                             |
|                    | *put presentation materials in D2L                                    |
| Finals Exam Period | 8:00am-10:00am                                                        |
| Friday April 29    | **Project Presentations**                                             |
|                    | *put presentation materials in D2L                                    |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information (Only complete this side for a course modification)</th>
<th>New or Modified Course Information (Complete this side for all new or modified courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject (i.e. SOWK)</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Communication in a Diverse Society</td>
<td>No Changes</td>
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<td>Abbreviated Title (20 characters total)</td>
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<td>Comm in Diverse Soc</td>
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<td>No Changes</td>
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<tr>
<td>Undergrad Course Number</td>
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<td>Undergrad Prerequisites</td>
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<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
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<tr>
<td>☐ Core Goal 1 Communication</td>
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<td>☐ Core Goal 3 Natural Science</td>
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<td>☐ Core Goal 4 Math/Logical Reasoning</td>
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<td>☐ Core Goal 10 People and the Environment</td>
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<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
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<td>Maximum of two core curriculum goal area(s)</td>
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<tr>
<td>Note: If course includes core curriculum goal areas also complete the applicable core curriculum forms.</td>
<td>Questions: Core Curriculum Contact Info: <a href="mailto:liberaleducation@bemidjistate.edu">liberaleducation@bemidjistate.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas</td>
<td>No Changes</td>
</tr>
</tbody>
</table>

1. Intercultural Communication Competence
2. Dual Communication Perspective
3. Oral History
4. Cultural Biases in Communication
5. Cultural Communication Taxonomies
6. Verbal Intercultural Communication
7. Nonverbal Intercultural Communication
8. Immigration and Multiculturalism
## Current Learning Outcomes

Copy/Paste from the common course outline – see instructions above

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. demonstrate knowledge of cultural, social, and communicative differences and the communication skills necessary for living and working in a society with great population diversity.</td>
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<tr>
<td>2. describe and analyze cultural challenges and inequities of power which influence relations of individuals and societies in contemporary settings.</td>
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<tr>
<td>3. at the micro level, analyze your own attitudes, behaviors, concepts and beliefs, as constructed through communication, in order to become a responsible world citizen.</td>
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<tr>
<td>4. at the macro level, evaluate the role of a world citizen and the responsibility that an empowered U.S. citizen shares in the development of a global identity.</td>
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<td>5. demonstrate intercultural communication competence.</td>
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## Proposed Learning Outcomes

<p>| | |</p>
<table>
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<tr>
<td>Please reference Blooms Taxonomy action verbs</td>
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<tr>
<td>Start each with “Students will ..”</td>
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## Indicate the reason for course modification or new course creation

We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

## What will be the course offering frequency for this course each term

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<td>Dpt Discretion</td>
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<td>Dpt Discretion</td>
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</table>

## Proposed course cap (max class size)

25

## What qualified faculty will be available to teach this course?

Pawlowski, Perlich, Baird

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?
| **Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned?** (Example: A topics course that a student can take more than once with a different topic.) | ☐ Yes; this course is repeatable  
The maximum credits it can be taken is _________  
☒ No, this course is not repeatable |
| **What is the primary delivery method for this course?** | ☒ On-campus  
☐ On-campus HyFlex (on-campus and online synchronous at same time)  
☐ Online Asynchronous  
☐ Online Synchronous  
☐ Other, __________________________________________ |

| **Are there additional library or other resources needed that will need to be provided for this course not already available?** | ☐ No, No additional resources are needed for this course  
☐ Yes, Additional resources are needed. Please indicate resources below:  
1. |

| **What special property or service fee(s) would be charged to students taking this course?** These charges would be for  
1. Items retained by the student and have an educational or personal value beyond the classroom  
2. Services on the student’s behalf (see MinnState Board Policy 5.11) | ☐ No special property or fee(s)  
☐ Yes, there are special property or fee(s) requested  
   Amount per student: $ ___________________________  
   Will be used for: _________________________________ |

| **May this modified course replace the current course for students that remain in an old catalog?** | ☒ Yes  
☐ No .... STOP; Instead drop the current course & submit a new course form. |
| **Do these modifications change any of the following?** To review the common course outline for a course  
1. Go to the [catalog](#)  
2. [Select Area of Study](#)  
3. Select course link for that subject in the bottom left  
4. Select the course from list on the left side of the page  
5. Click the “Common Course Outline” link at the end of the course description | ☐ Yes, **Major Content Areas** will be updated. The updates are indicated below.  
☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.  
☐ Yes, **Student Learning Outcomes** will be updated & updates are below.  
☐ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.  
☐ Max Class Size  
   If yes, what is the proposed new class size _____ |
For any YES answers, please provide updated information at the end of this document.

<table>
<thead>
<tr>
<th>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program</td>
</tr>
<tr>
<td>☑ Yes, I have checked, and this course is in the following program(s).</td>
</tr>
<tr>
<td>1. Environmental Communication</td>
</tr>
<tr>
<td>2. Equity Certificate</td>
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<tr>
<td>3. Early Childhood Studies</td>
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</tbody>
</table>

To locate if this course is in any program, search the online catalog, as follows:
1. Go to the catalog
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)

| ☑ Yes, this course is in the following Core Curriculum goal area(s). |
| 1. Goal Area 7 |
| 2. Goal Area 8 |

| ☑ Yes, the department chair(s) have been notified of this course modification from their program(s). |
| ☐ Notification was done by email. Their response is copy/pasted below. |
| ☐ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below. |
| ☐ Notification was completed by phone on the following date. |
| Date: _______________________
Who: _______________________ |

Indicate each person who a notification was sent to:
Virgil Bakken on 9/18; response on 9/20
Dan Alosso on 9/18; no response
Layna Cole on 9/18; response on 9/19

Notification was not sent because the course has not been changed.

Attach a sample syllabus for the course below.
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
- For a new course proposed for the Core Curriculum
- 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: Communication in a Diverse Society
Course prefix and number: COMM 3120
Credits: 3
Course description: This course is designed to help you become aware of the processes and theories of intercultural communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on intercultural relationships, groups, and society. Concepts include perception, ethics, conflict, cultural awareness, cultural bias, intercultural communication competence, power, nonverbal communication, and immigration. Liberal Education Goal Areas 7 & 8.
Are there any prerequisites? NO
Reasons for creating this course: To effectively fulfill course outcomes necessary for student learning, to align with MNSCU transfer of 3 hours in this course, and to match national standards.
How often will this course be offered? Each Semester
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 purpose 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 four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the competencies met by the course under consideration.

Students will be able to:

X A. identify the development and evolution of group identities in the history and culture of the United States.
X B. demonstrate knowledge of the individual and institutional power dynamics between groups in contemporary society.

X C. practice the following:
- Analyze their own assumptions regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own attitudes regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own behaviors regarding systems of oppression such as ableism, racism, sexism, etc.
- Analyze their own biases regarding systems of oppression such as ableism, racism, sexism, etc.

D. communicate 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 communicate multicultural and international understanding necessary to live and work effectively in a society with a diversity of cultural and subcultural groups.

F. Students will be able to demonstrate empathy for groups marginalized and disenfranchised by historical and contemporary social structures and institutions.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

X C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

X D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

<table>
<thead>
<tr>
<th>Trait</th>
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<tbody>
<tr>
<td>_____ Adaptability</td>
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<tr>
<td><em><strong>X</strong></em> Communication</td>
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<tr>
<td>_____ Creativity</td>
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As per the course description, Communication in a Diverse Society “is designed to help [students] become aware of the processes and theories of intercultural communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, [students] will examine the influence of communicative behaviors on intercultural relationships, groups, and society.” These goals are inherently connected with understanding both communication processes (communication) and the other (empathy).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in step 3.

Objectives are currently assessed via two examinations, multiple writing assignments, homework activities (including instruments like the BEM scale and RHETSEN inventory), artifact analysis, and in-class presentations. These assessment processes are used to evaluate cognitive, behavioral, and affective outcomes (as per Bloom’s taxonomy).

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 7 and 2) will be assessed in this course.

Please include the following supporting materials:

- X Course Syllabus, which includes:
  - X Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  - X Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
X 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

X How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

  May include additional outcomes that do not map to the Core Curriculum (optional)

X* Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

*Assignments are explained in the syllabus. Additional materials are available on request.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
This form should be completed for the following circumstances:

- For a new course proposed for the Core Curriculum
- 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.

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Are there any prerequisites? NO
Reasons for creating this course: To effectively fulfill course outcomes necessary for student learning, to align with MNSCU transfer of 3 hours in this course, and to match national standards.
How often will this course be offered? Each Semester
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

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

Goal Area 8: Global Perspective
- Students need to take one course and earn three or more credits

The overall purpose of this goal area is to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

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 (Core Curriculum learning outcomes) categories, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to:

X A. describe and analyze political, economic, and cultural aspects of societies in their historical and/or contemporary settings;
X B. analyze national and international systems of power and how they contribute to global issues such as climate change, poverty, and inequality;

X C. communicate the responsibilities they share for a common global future;

_____ D. demonstrate knowledge of cultural, social, religious or linguistic differences;

_____ E. practice self-expression on personal, cultural, and current global topics.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

X C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

X D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability X Empathy

X Communication _____ Knowledge (content; pursuit of; life-long learning)

_____ Creativity _____ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:
As per the course description, Communication in a Diverse Society “is designed to help [students] become aware of the processes and theories of intercultural communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, [students] will examine the influence of communicative behaviors on intercultural relationships, groups, and society.” These goals are inherently connected with understanding both communication processes (communication) and the other (empathy).

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STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

X Course Syllabus, which includes:
  X Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  X Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  X 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
  X How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
  X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

May include additional outcomes that do not map to the Core Curriculum (optional)

X* Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

*Assignments are explained in the syllabus. Additional materials are available on request.
THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
Course Summary

The purpose of this class is to introduce you to, and familiarize you with, current theories and scholarship in intercultural communication, as well as to provide you with critical thinking skills in regard to cultural interactions and communication styles. Class discussions will be focused on understanding why there are differences between people that lead to differences in communication styles, patterns, and expectations. This class will provide you with practical experience and application of intercultural concepts. We will also study several microcultures/co-cultures, including Hispanic/Latino, Black [a.k.a. African] Americans, Native Americans [a.k.a American Indians], Arab Americans, Asian Americans, and LGBTQ. Designed to enable students to develop awareness, knowledge and skills for sensitive and effective intercultural communication, this course is particularly useful for students who are preparing to work with cultures other than their own. Liberal Education Goal Areas 7 & 8; traits communication & empathy.

Course Description

This course is designed to help you become aware of the processes and theories of intercultural communication within and about relationships that impact our personal and professional lives. Through self-analysis, case studies, practical application, and critique of cultural practices, you will examine the influence of communicative behaviors on intercultural relationships, groups, and society. Concepts include perception, ethics, conflict, cultural awareness, cultural bias, intercultural communication competence, power, nonverbal communication, and immigration.

Course Learning Outcomes—At the end of this course, you will be able to:

1. Demonstrate knowledge of cultural, social, and communicative differences and the communication skills necessary for living and working in a society with great population diversity (exams, position papers, activities). GA 2 (c, d) GA 7 (e) & GA 8 (b); trait communication.

2. Describe and analyze cultural challenges and inequities of power which influence relations of individuals and societies in contemporary settings (exams, position papers, activities, presentation). GA 2 (c, d) GA 7 (b) & GA 8 (a).

3. At the micro level, analyze your own attitudes, behaviors, concepts, and beliefs—as constructed through communication—in order to become a responsible world citizen (exams, position papers, activities). GA 2 (c, d) GA 7 (c) & GA 8 (c); trait communication.

4. At the macro level, evaluate the role of a world citizen and the responsibility that an empowered U.S. citizen shares in the development of a global identity (exams, position papers, cultural interview, presentation. GA 2 (c, d) GA 7 (a) & GA 8 (c).

5. Demonstrate intercultural communication competence (exams, position papers, cultural interview, activities, presentation). GA 2 (c, d) GA 7 (c, e); traits communication & empathy.

These are office hours available for students, but feel free to stop by anytime my door is open. I will put a note on my door if any meetings conflict with office hours, as there will be occasional meetings beyond my control that get scheduled. On occasion, office hours for Fall 2022 might be held via Zoom™.
Assignments, Evaluations, and Assessments

Each student’s grade will be determined through a variety of written and oral assignments. Critique sheets will be shared with the students prior to the assignment. Written work is generally expected to demonstrate three levels of knowledge—explanation, application, and evaluation (roughly one-third of each component in every written assignment). Late work will be reviewed by the instructor but will not receive a grade. As a general rule, missed presentations cannot be made up. Assignments and exams can be made up at the instructor’s discretion, may incur significant grade penalties (typically 50%), and may only be made up in the case of excused absences. If a student knows they will be missing class in advance (via an excused absence) they must turn in and complete assignments prior to missing class. This is especially the case for students involved in on campus activities. The following assignments are due in this class:

1. **Examinations: (200 points)**
   There will be two exams during the semester. Test questions will be drawn from the assigned readings and related in-class notes. It is therefore important that you take good notes over discussed material. Tests will include some multiple choice, short answer, and essay questions. All tests are worth 100 points each.
   • Learning outcomes 7 B, 7 C, 7 E

2. **Position papers: (100 points total)**
   You will write 4 short position papers. You will be given a topic/a question/or an article to read and you will have to take a position on the issue. These papers will only be about 2-3 pages each. Position papers are worth 25 points each.
   • Learning outcomes 7 A, 7 B, 7 C, 7 E, 8 C

3. **Group presentation: (100 points)**
   Chapter three in our textbook describes several microcultures in the United States, the communication patterns used by these microcultures, and identifies the mutedness of many microcultures. You will be assigned to a group and your group will present information to the class regarding one of the microcultures/co-cultures (Hispanic/Latino, Black [a.k.a. African] Americans, Native Americans [a.k.a American Indians], Asian American, Arab Americans, LGBTQ, etc.). Each group will have 30 minutes to present information. Each group should consult with me concerning what information should be presented. Details regarding this assignment will be provided in a separate handout.
   • Learning outcomes 7 A, 7 B, 7 C, 8 C

4. **Oral History Project—Cultural Interviews: (50 points)**
   For this project we will be conducting ethnographic interviews. As a method of research, ethnography is a well-known immersive process wherein the researcher attempts to relate with participants (a.k.a. subjects) of study and understand their lived perspective. A method of investigation known as biographical research is related to ethnography. The goal of your semester project in this class is to create an ethnographic/autobiographical report as a result of detailed interviews with someone that is a significant part of your life and culturation process. 20 points for establishing your questions; 30 points for the transcript.
   • Learning outcomes 7 A, 7 C, 7 E, 8 C

5. **Cultural Identity Presentation: (50 points)**
   On the last days of class, our class will host a “cultural fair.” You will use your cultural interview as the starting point for this project. Additionally, each student will research his/her cultural history (your genealogy, your ethnic background, your family traditions, etc.) and give a brief presentation to the class (like 5 minutes). Do not wait until the last minute to do this. You will probably need to get information from your relatives, which may involve going home/calling your parents/etc. You will create an informal presentation of some sort (this could involve a poster board with pictures, food that you bring, a dance that you teach us, etc.) to share with the rest of the class. 30 points for the paper about your interviewee/culture; 20 points for the presentation.
   • Learning outcomes 7 A, 7 B, 8 A, 8 C

6. **Quizzes and Activities: (100 points total)**
   During the course of the term, the instructor will randomly use pop quizzes and/or activities to exemplify course material and allow students the opportunity to apply what they have been learning in class. There may be quizzes on the chapters that we cover so be sure and read the assigned chapters before the class
day in which we will discuss them. The points for these will vary from 5-10 points. Make-ups will only be allowed for excused absences and will take the form of an additional writing assignment.

- Learning outcomes 7 B, 7 C, 7 E, 8 A, 8 B, 8 C

Course Requirements

1. Attend class: Because this class relies heavily on group interaction and in-class activities, attendance is required. Homework assignments, reaction papers, and exam questions will be based on interactions during class. If you are unable to attend class, it is your responsibility to find out what was covered in class and what homework, if any, was assigned. For evaluation activities such as reports, tests, papers, etc., no absences will be allowed. Excused absences are only considered when conditions are clearly beyond the control of the student and must be documented. COVID-19 absences will require documentation. Work will not count as an excused absence. Personal illness, death or serious illness in the immediate family are possible excuses, but must be supported by evidence. The instructor must be notified in advance of excused absences. The instructor retains the right to judge whether documentation justifies an excused absence. Each student in this class is allowed two (2) “freebies.” For every absence beyond these initial “freebies,” students will receive a 10% reduction in their course grade. Attendance does not just mean showing up for class (see #2). Missing class to work on projects for another course is not acceptable, nor is missing another class to work on my assignments. Special note: absences during in-class group workdays will count against your course grade.

University Policy and the Higher Learning Commission states that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week” during a fifteen week semester.

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week.

Extended leave circumstances: If you need to be away from class from an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments due during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/student-absence/

2. Participate in class discussions and activities: Students will be expected to participate in all activities and discussions for the class. Refusal to participate in a class activity or discussion, or disruptive behavior during a class activity or performance may be treated as an absence for that class session at the instructor’s discretion. Disruptive activities include talking through a fellow students’ speech, ridiculing others when participating in course activities, physically or verbally threatening another student, and/or violating any student guidelines during a class session.

Let’s cultivate a comfortable, cooperative, and enjoyable space of learning. This 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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, creating side conversations, consistently dominating conversation, or packing up noisily before end of class.

We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the
University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information [https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/handbook/).

3. **Complete** all course assignments on assigned days: All assigned work must be completed to receive a grade for this class. All written assignments are to be typed, double-spaced, stapled, with pages separated, and reflecting college-level composition skills (grammar and punctuation count on written work). APA style is preferred on papers. Work that does not meet these guidelines will not be accepted. Failure to turn in an assignment will result in automatic failure of this course. Students should also be aware of the campus policy for plagiarism (including the failure to cite sources); plagiarism will not be tolerated and will result in a failing grade for this class.

4. **Read** all assigned course work. We have assigned textbooks for the class. You will also need access to the APA manual for citing sources (communication studies is in the social sciences discipline, which uses APA as the writing style guide):[4]


5. **Grading standards and expectations** (Full Credit; Partial Credit; No Credit/None): To help with expectations for activities, each in-class/out-of-class activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

   - **Full**: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices 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 was 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/readsings.

   - **None**: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic devices 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. Using devices for non-class purposes will earn you a zero for that day.

6. **No late work**: 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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments. Not all daily assignments will be on D2L so have a back-up plan – let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

7. **No dishonesty**: Any material handed in must be your own 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).

8. **College-level expectations**: Assigned activities are to be typed (unless otherwise noted) and brought with you to class in hard copy. If class is synchronous online, assignments must be loaded on D2L prior to the start of class. Regardless, have 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, DMs, email, Snapchat, TikTok, Insta, or Twitter, etc., during the activity or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity.

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4 Additional APA resources:
- Purdue Online Writing Lab: APA Style
  [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a relaxed, yet professional 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.

Technology Needs/Uses/Email/D2L:

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 assignments and materials—you are required to use both. **Please check your email frequently.** Most assignments will be turned in hard copy AND submitted to D2L. 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). Never send assignments via e-mail unless approved. Also plan on using Office 365 & ZOOM (free to BSU students)—please check the course announcements page for information about using these platforms.

Professional Communication/Visiting with your Professor:

I am to be referred to by my professional name; Dr. Perlich (or Dr. J).

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 via email.

If you do send me an email, please use professional email etiquette. Please indicate the course and topic in the RE: heading. Here’s an example of a professional email:

```
RE: Comm 3120 (or Comm in a Diverse Society) – Class question

Hi Dr. Perlich (or Hey Dr. J),

I had a question regarding my paper and was wondering if I can stop by your office to ask you about a few articles.

Thank you,
Joan Johnson
```

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, 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 request or 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 an attached document asking me to pre-grade, correct, fix errors, 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.

Electronic Respectful Behaviors:

We WILL be using electronic devices to facilitate class—however, not all devices are welcome. To create cooperative learning, turn off and/or silence peripherals (including iwatches) and activate only the required device. Close all apps and tabs that are NOT required for our class session as they interrupt your learning and those around you (**yes, even when we are in Zoom™**). Anytime you divert your attention or multitask, it lowers your concentration regarding the material at hand. Previous students (in my courses and in research) have commented that inappropriate phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. 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.
environment. This respect is especially important during others’ presentations. ANY devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

- **Exceptions:** Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, pulling up your eBook, looking up information related to a group activity) is permissible. Additionally, a true emergency that requires you to text or call someone is a legitimate exception to the policy (though you should keep me in the loop during these times)—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.

- **Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:** The use of electronics policy also applies to the use of course materials in any manner other than course purposes. Class sessions and materials contain my own and others’ intellectual property. UNLESS I have granted prior written approval (e.g. for approved accommodations), recording audio or video of class sessions, taking pictures, or re-distributing any material (to other students or anywhere – social media/friends, etc.) is NOT allowed. Taking pictures of academic items (group project photo, mind mapping from the board, etc.) is allowable with permission; taking photos/digital recording of what someone (including your professor) is wearing, speaking, or doing to put on social media (or for personal use) is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context.

### Learning Needs/Accessibility Services/Physical and Mental Health Needs:

I appeal to a wide array of learning styles through my use of teaching materials and pedagogy. Please visit with me, if you are comfortable doing so, about any concerns related to your 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. There are many resources available on our campus for all types of learners:

- **Office of Accessibility Services:** If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/

- **Student Center for Health and Counseling:** 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: https://www.bemidjistate.edu/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 if you feel like you are getting behind in your work or feel like 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.

### 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 and 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:** BSU policy defines plagiarism as a circumstance that occurs when “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 work 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.”

In general, plagiarism 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. Material taken from any source including internet/websites must be appropriately and fully documented. I will likely 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 work.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/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 AC Clark Library, Room 326 Phone: (218) 755-3919 |
| Visit their website for hours! https://www.bemidjistate.edu/services/wrc/ |

**Grading Procedures and Policies**

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 and making an argument at the end of the semester (due to any missed assignments, lack of effort during the semester, needing a grade for a particular scholarship, etc.) for extra credit or to obtain a higher grade will not be considered. Your earned final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated end 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 I do not grant favors. I take educational ethics seriously and uphold these practices.

**Grade Scale:**
I use a standard grading scale (90%, 80%, etc). 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.

| Grade Scale: |
| A+ = 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-69.99 |
| A = 90-96.99 | B = 80-86.99 | C = 70-76.99 | D = 60-66.99 |
| F = 59.99 % or below |

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.

**Incompletes:**
Incompletes are not granted unless extreme/documentated circumstances make it impossible to finish the course.

<table>
<thead>
<tr>
<th>Tentative Course Schedule</th>
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</table>

On the next page is a tentative schedule and it is subject to change if needed due to class progression or emergencies. Note that chapters may not be in order of the text; they are in order of what best fits the organization of the course and our learning outcomes. Please review all sections in your chapters; we will discuss many of these in class (and some may be outside assignments).

IF we need to switch our modality of pedagogy to ZOOM (as a result of changes in policy for the State of Minnesota and/or Bemidji State University), the QR Code on this page can be scanned by your cell-phone QR Reader and you will be brought to our ZOOM session. You will also find the hyperlink for this session at the top of our syllabus. The password to join this session is “COMM.” Please keep in mind that you will need ZOOM installed on your device in order to join the session.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters</th>
<th>Specific Related Assignments/Activity/What is Due</th>
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</thead>
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<td>Introduction to Course, Syllabus, &amp; Expectations</td>
<td>Syllabus discussion</td>
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<td>8/25</td>
<td>Get to know you… Form groups…Activity…Team Identity</td>
<td>Start Reading Chapter 1</td>
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<td>8/30</td>
<td>Intercultural Communication Competence (ICC); Pretest assessment and discussion. The Need for ICC; Explain Group Presentation</td>
<td>Chapter 1</td>
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<td>9/1</td>
<td>What IS Culture? Why Oral History? Brainstorm Interview Questions…</td>
<td>Chapter 1</td>
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<td>Week 4</td>
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<td>Chapter 5</td>
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<td>Cultural Contexts: Values, attitudes, and beliefs; Individualism &amp; Collectivism; High/Low Context; Power; Uncertainty</td>
<td>Chapters 2 &amp; 3</td>
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<td>Week 5</td>
<td>Week 6</td>
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<td>9/20</td>
<td>Values, attitudes, and beliefs; Individualism &amp; Collectivism; High/Low Context; Power; Uncertainty</td>
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<td>9/22</td>
<td>Sociorelational Perspectives</td>
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<td>Week 7</td>
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<td>9/29</td>
<td>Sociorelational &amp; Environmental Perspectives</td>
<td>Chapter 4</td>
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<td>Week 8</td>
<td>10/4</td>
<td>Wrap Up &amp; Review</td>
</tr>
<tr>
<td>10/6</td>
<td>Exam One (Chapters 1-6)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>10/11</td>
<td>Group Presentation Discussion</td>
</tr>
<tr>
<td>10/13</td>
<td>Group Presentation Work</td>
<td>Position Paper #3</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/18</td>
<td>Verbal ICC</td>
</tr>
<tr>
<td>10/20</td>
<td>Verbal ICC</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Week 11</td>
<td>10/25</td>
<td>Nonverbal ICC; Code usage in ICC</td>
</tr>
<tr>
<td>10/27</td>
<td>Nonverbal ICC; Code usage in ICC</td>
<td>Position Paper #4; Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/1</td>
<td>ICC in IPC; ICC across contexts</td>
</tr>
<tr>
<td>11/3</td>
<td>Central States Communication Association</td>
<td>Oral History Due Date #2, Transcription</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/8</td>
<td>ICC in IPC; ICC across contexts</td>
</tr>
<tr>
<td>11/10</td>
<td>Improving ICC</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/15</td>
<td>Improving ICC</td>
</tr>
<tr>
<td>11/17</td>
<td>No Class—National Communication Association Conference</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 15</td>
<td>11/22</td>
<td>No Class—National Communication Association Conference</td>
</tr>
<tr>
<td>11/24</td>
<td>No Class—Break</td>
<td></td>
</tr>
<tr>
<td>Final Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Exam Two (Chapters 7-12)</td>
</tr>
<tr>
<td>12/1</td>
<td>The experience of the other</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>12/6</td>
<td>The experience of the other, con’t</td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td>Final Period from 1pm-3pm</td>
<td>Cultural Festival</td>
</tr>
<tr>
<td></td>
<td>The experience of the other, con’t</td>
<td>Cultural Identity Paper &amp; Presentation</td>
</tr>
</tbody>
</table>
Description of Assignment:

For this assignment you will be assigned to a small research team to prepare a presentation about a U.S. co-culture. The objective of this assignment is to help you become familiar with a specific co-culture as you summarize the worldview, communication styles, unique customs, traditions, values, and/or anything else you would like to say about this co-culture. It is designed to help you develop a sensitivity toward, and understanding of, the people of the co-culture you choose to study, enabling you to communicate better with people from that co-culture, yet not necessarily making you an expert on the co-culture.

Each group will have the entire class period to present on the co-culture. You can (and should) use a variety of techniques for presenting your information, perhaps including lecture, discussion, movie clips, readings, giving examples of music and/or food, and any other creative formatting that you can think of.

You will need to work on this as a group. This should be a GROUP project, not a series of individual projects joined together at the last minute. Therefore, I have given you a little class time to work as a group. However, you will probably need to do a little work as a group outside of class.

Points:
The co-cultural presentation will each be worth 100 points. 50 points will be a group grade for the overall quality of the presentation and 50 points will be an individual grade based on how I evaluate the final products and how you evaluate yourselves and your fellow group members (you will fill out a self and other evaluation form at the completion of the project).
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete this side for a course modification</td>
<td>New Courses: Complete all information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject (i.e. SOWK)</th>
<th>Credits</th>
<th>Subject (i.e. SOWK)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 3130</td>
<td>☑ 3 credits</td>
<td>COMM</td>
<td>☑ 3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Abbreviated Title (20 characters total)</th>
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</thead>
<tbody>
<tr>
<td>Family Communication</td>
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</tr>
<tr>
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<td>No Change</td>
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</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>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. Liberal Education Goal Area 7.</td>
<td>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. Core Curriculum Goal Area 7.</td>
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<table>
<thead>
<tr>
<th>Undergrad Course Number</th>
<th>Undergrad Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3130</td>
<td>No Change</td>
</tr>
<tr>
<td>Undergrad Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------</td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
<td></td>
</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>□ Core Goal 1 Communication □ Core Goal 3 Natural Science □ Core Goal 4 Math/Logical Reasoning □ Core Goal 5 History &amp; Social/Behavioral Sciences □ Core Goal 6 Humanities and the Arts □ Core Goal 7 Human Diversity □ Core Goal 8 Global Perspective □ Core Goal 9 Ethical &amp; Civic Responsibility □ Core Goal 10 People and the Environment □ Core Goal 11 Performance &amp; Participation</td>
</tr>
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<td></td>
<td>(maximum of 2)</td>
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</table>

<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
<th>No Change</th>
</tr>
</thead>
</table>

**Questions:**

Core Curriculum Contact Info: liberaleducation@bemidjistate.edu
the end of the course description. Copy/Paste the current major content areas into this area.

| 13. Intimacy and Barriers to Intimacy |
| 15. Relational Cultures and Communication Patterns that Influence Family Meanings |
| 16. Relational Maintenance |
| 17. Sexuality and Family Communication |
| 18. Societal Implications of Communication on Diverse Family Types |
| 19. Theories for Examining Family Communication |

| Current Learning Outcomes |
| Please reference Blooms Taxonomy action verbs |
| Start each with “Students will be able to ..” |
| 1. explain and apply communication theories and issues relating to family development and their application to family interactions. |
| 2. conduct in-depth family communication history interviews in an ethical, culturally sensitive, and respectful manner. |
| 3. describe the role of communication and how it affects family functioning throughout the lifespan of a family. |
| 4. engage in discussions and write about family communication that interprets and challenges stereotypes, cultural issues, policy implications, and social injustices throughout family life development. |
| 5. identify family types and describe how communication interactions and issues differ among diverse and marginalized families. |
| 6. analyze class concepts and research with regard to your personal perceptions regarding family communication patterns and experiences. |
| 7. construct a communication statement (personal or other-oriented) of social responsibility and involvement with family and community elders. |
| 8. utilize course concepts and family communication theories to analyze societal issues that affect diverse families. |

| Proposed Learning Outcomes |
| explain and apply communication theories and issues related to family development and family interactions through written work and oral presentations |
| conduct in-depth family communication history interviews in an ethical, culturally sensitive, and respectful manner. |
| describe the role of communication and how it affects family functioning throughout the lifespan of a family. |
| engage in discussions and write about family communication that interprets and challenges stereotypes, cultural issues, policy implications, and social injustices throughout family life development. |
| identify family types and describe how communication interactions and issues differ among diverse and marginalized families. |
| analyze class concepts and conduct research about their family-of-origin as related to communication patterns and experiences |
| construct a communication statement (personal or other-oriented) of social responsibility and involvement with family and elders. |
| utilize course concepts and family communication theories to analyze societal issues that affect diverse families. |
### Indicate the reason for course modification or new course creation
We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

### What will be the course offering frequency for this course each term

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tbody>
<tr>
<td>All years</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Even years</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Odd years</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Dpt Discretion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Proposed course cap (max class size)
25

### What qualified faculty will be available to teach this course?
Pawlowski, Perlich, Baird

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*

### If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

*☐ Yes; this course is repeatable*

*The maximum credits it can be taken is _________*

*☒ No, this course is not repeatable*

### What is the primary delivery method for this course?
*☒ On-campus*

*☐ On-campus HyFlex (on-campus and online synchronous at same time)*

*☐ Online Asynchronous*

*☐ Online Synchronous*

*☐ Other, _________*

### Are there additional library or other resources needed that will need to be provided for this course not already available?
*☐ No, No additional resources are needed for this course*

*☐ Yes, Additional resources are needed. Please indicate resources below:*

1.

### What special property or service fee(s) would be charged to students taking this course?

*☐ No special property or fee(s)*

*☐ Yes, there are special property or fee(s) requested*

*Amount per student: $ ___________________________

*Will be used for: ________________________________*

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<table>
<thead>
<tr>
<th>Services on the student’s behalf (see MinnState Board Policy 5.11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May this modified course replace the current course for students that remain in an old catalog</td>
</tr>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>□ No ... STOP; Instead drop the current course &amp; submit a new course form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do these modifications change any of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review the common course outline for a course</td>
</tr>
<tr>
<td>• Go to the catalog</td>
</tr>
<tr>
<td>Select Area of Study</td>
</tr>
<tr>
<td>Select course link for that subject in the bottom left</td>
</tr>
<tr>
<td>Select the course from list on the left side of the page</td>
</tr>
<tr>
<td>Click the “Common Course Outline” link at the end of the course description</td>
</tr>
</tbody>
</table>

For any YES answers, please provide updated information at the end of this document.

<table>
<thead>
<tr>
<th>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To locate if this course is in any program, search the online catalog, as follows:</td>
</tr>
<tr>
<td>1. Go to the catalog</td>
</tr>
<tr>
<td>2. On the top right, above Table of Contents, click “PDF of Entire Catalog”</td>
</tr>
<tr>
<td>3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)</td>
</tr>
</tbody>
</table>

| ☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program |
| ☒ Yes, I have checked, and this course is in the following program(s). |
| 1. Early Childhood Education |
| 2. |

| ☒ Yes, I have checked, and this course is in the following Core Curriculum goal area(s). |
| 1. Core Area 7 |
| 2. |

<table>
<thead>
<tr>
<th>If yes, to previous question</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Yes, the department chair(s) have been notified of this course modification from their program(s)</td>
</tr>
<tr>
<td>☑ Notification was done by email. Their response is copy/pasted below.</td>
</tr>
<tr>
<td>□ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.</td>
</tr>
</tbody>
</table>

| □ Notification was completed by phone on the following date. |
| Date: ____________________ |
| Who: ____________________ |

Indicate each person who a notification was sent to:
Notified Layna Cole on 9/18; response on 9/19

Attach a sample syllabus for the course below.
This form should be completed for the following circumstances:

- For a new course proposed for the Core Curriculum
- 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
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.

Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites. NO
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

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

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

**STEP 2: SELECTION OF CORE CURRICULUM 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 purpose 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 four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the competencies met by the course under consideration.

Students will be able to:
A. identify the development and evolution of group identities in the history and culture of the United States.

X B. demonstrate knowledge of the individual and institutional power dynamics between groups in contemporary society.

X C. practice the following:
   - Analyze their own assumptions regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own attitudes regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own behaviors regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own biases regarding systems of oppression such as ableism, racism, sexism, etc.

X D. communicate 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 communicate multicultural and international understanding necessary to live and work effectively in a society with a diversity of cultural and subcultural groups.

F. Students will be able to demonstrate empathy for groups marginalized and disenfranchised by historical and contemporary social structures and institutions.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

X B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

X C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

X D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE
You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

- Adaptability
- Empathy
- Communication
- Knowledge (content; pursuit of; life-long learning)
- Creativity
- Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

Students will learn how communication functions to develop, maintain, enrich, or challenge family relationships. Student knowledge will be increased through the understanding of, and ability to, analyze communication within families through theory, research, and experiential application of concepts. Students will also practice communication behaviors, as well as and identify communication patterns through case studies.

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in step 3.
Communication: Students will practice communication behaviors, as well as and identify communication patterns through case studies. Students will also be presenting findings from their family history and papers to the class.
Knowledge: Student’s cognitive knowledge will be assessed through exams, appropriate use of identified strategies for analyzing case studies, appropriate analysis of family communication issues, and application activities linked to chapter concepts.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS
As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 7 and 2) will be assessed in this course.

Please include the following supporting materials:

- Course Syllabus, which includes:
  - Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___ X___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___ X___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

___ X___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

___ X___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

____ May include additional outcomes that do not map to the Core Curriculum (optional)

___ X___ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
COMM 3130: Family Communication
Spring 2022 – 226254 – 01
M-W-F 10-10:50am Room: Hagg Sauer 108
Syllabus and Policy Sheet

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

Professor: Dr. Donna Pawlowski, Ph.D., Professor and Coordinator of Communication Studies
Office: Sattgast Hall 215E
E-mail: donna.pawlowski@bemidjistate.edu
Phone: (218) 755-2487 - Office number

Class will meet in our classroom, Hagg Sauer 108, on MWF from 10-10:50. We will not be doing zoom and in-person class at the same time; so please be in attendance for in-person classes.

Liberal Education: This course meets requirements for Liberal Education goal areas 2 and 7. No required prerequisites.

Student Office Hours: I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I’m available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

In-Person Office hours: Monday 1-4pm, Wednesday 1-3pm. Please note that when I am in my office, I leave my office door open to create a welcoming atmosphere; however, with mask protocols, my door may be shut at times. This should not deter you from visiting!! I have a window in my door, so feel free to just knock to make sure I see you and then come on in 😊 I am fully vaccinated but if either of us is not comfortable in the office space (via masking or vaccination protocols), we can find a different space for conversation.

ZOOM office hours: Tuesdays 10am-2pm. While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Link for office hours: https://minnstate.zoom.us/j/93440028867
Passcode: commrocks

ZOOM Link for class periods: We will practice with a Zoom early in the semester to make sure everyone is knowledgeable and has proper Zoom capability. Again, any future Zoom class will take place ONLY IF it is necessary to meet in this modality, otherwise as noted, class will meet in person in our classroom. When you use Zoom, please use your BSU account, as it is the most secure. https://minnstate.zoom.us/j/94278899016
Passcode: commrocks

Information about setting up your account can be found here: https://www.bemidjistate.edu/offices/its/knowledge-base/zoom-web-conferencing/. You can also contact BSU Information Technical Services (ITS) help desk at helpdesk@bemidjistate.edu or call them at 218-755-3777 for assistance.
**Land Acknowledgement:** BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

You can also read more about this via the following link: [https://www.bemidjistate.edu/about/land-acknowledgment/](https://www.bemidjistate.edu/about/land-acknowledgment/)

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**Course (catalog) 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.

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**Course learning outcomes:**

*(outcomes align with Core Goal Areas 2&7 as identified below)*

While each person will acquire something different from this class, some outcomes remain constant for everyone. At the end of the semester, you should be able to:

1. **Describe the role of communication and how it affects family functioning throughout the lifespan of a family**
   
   - (exams, activities)
   - (GA 2 D; traits communication, knowledge)

2. **Explain and apply communication theories and issues related to family development and family interactions through written work and oral presentations**
   
   - (exams, papers, presentation, activities)
   - (GA 2 C; 7 B-E; traits communication, knowledge)

3. **Utilize course concepts and family communication theories to analyze societal issues that affect diverse families**
   
   - (exams, papers, presentation, activities)
   - (GA 2 C, D; 7 B-E; traits communication, knowledge)

4. **Identify family types and describe how communication interactions and issues differ among diverse and marginalized families**
   
   - (exams, papers, presentation, activities)
   - (GA 2 C, D; 7 B, D, E; traits communication, knowledge)

5. **Analyze class concepts and conduct research about your family-of-origin as related to communication patterns and experiences**
   
   - (papers)
   - (GA 2 A to D; 7 C, E; traits communication, knowledge)

6. **Conduct in-depth family communication history interviews in an ethical, culturally sensitive, and respectful manner**
   
   - (papers, activities)
   - (GA 2 B to D; 7 B to E; traits communication, knowledge)

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 and present findings in written and oral presentations**
8. Construct a communication statement (personal or other-oriented) of social responsibility and involvement with family and elders
   - (papers, activities)
   - (GA 2 A to D; 7 B to E; traits communication, knowledge)

Email/D2L/Technology Needs:
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).

- For changes, I will post information primarily through Email; I may also post some announcements in D2L. You are responsible for checking sources frequently to be informed of any notices and changes in the course.
- Check your email frequently/daily; if you ask me a question, I will respond sometimes within minutes if I’m online.

We also will use D2L. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents.

- Assignments will be typed and submitted to a D2L assignment dropbox folder.
- Several assignments will also require a hard-copy due at the beginning of class, check assignment sheets and syllabus for details.
- CAREFULLY check the D2L folder/dropboxes to correctly submit assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places and may impact your grade.
- Any assignments longer than two pages should be converted to a pdf before uploading to D2L to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document after you save your document to a word or pdf before uploading it to D2L; sometimes it does not load appropriately when the document is “open” on your screen.
- Some programs (i.e., Pages) are difficult to download from D2L, consider Word or converting to PDF documents.
- Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
- Reference your D2L syllabus often; this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in the D2L calendar.

Required Textbook:

- We use the text extensively; please read assigned chapters prior to class, and have your text during class.
- I will post additional reading materials and videos on D2L.
Supplemental Materials:
You will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):

Additional APA guides:
- Purdue Online Writing Lab: APA Style [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**My Teaching Philosophy:** My background and training are in both Education and Communication Studies. I was also a first-generation student and came from a rural background where family and work ethics are important. As such, I care about what I do, and I care about you! Please see my teaching philosophy that outlines my student-centered approach to teaching.

![Learning Pyramid Diagram]

**Course Format:** Much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practice of skills, and learning from others to enhance your knowledge. Typically, I will highlight issues and concepts from the chapter and then branch out to group application or discussion activities. As you can see from the learning pyramid below, your engagement with the material and with each other will contribute to your learning and retention of materials.
As this is an upper-level course, I am hoping to have in-depth discussions regarding the topics at hand. I would rather have you talk about and understand the concepts than leave the classroom with unanswered questions. To accomplish this, come to class prepared and ready to participate. What this looks like is having a positive attitude, bringing your text to class, reading materials, and completing assignments prior to class, being attentive and providing supportive feedback, and engaging in classroom discussion and group activities.

Staying up to date will be necessary to be successful in this class. You are responsible for reading all materials for exams and assignments, regardless of what is discussed “in class.” I encourage you to read and outline the chapters before coming to class and take additional notes in class. Use our classroom as “second exposure” of the material; you reading the material in advance should be “first exposure.” Additional readings will be added 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 meeting the course outcomes and/or benefit for your learning. I will inform you of changes verbally, email, and/or via D2L.

Learning Pyramid: Edgar Dale

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Reading</th>
<th>Audio Visual</th>
<th>Demonstration</th>
<th>Discussion Group</th>
<th>Practice by Doing</th>
<th>Teach Others</th>
</tr>
</thead>
</table>

“What we have to learn to do, we learn by doing”

(Aristotle)

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Course Requirements and Major Assignments

The following are brief explanations of your course requirements and outcomes fulfilled with each requirement. 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. To tap into your various learning styles, examinations will be a mixture of multiple choice, matching, true/false, identification, application, and short answer. Exam material will cover the text and any outside notes/readings read or discussed in class. Exams are NOT open book. Put all materials and devices (e.g., iPhone/iWatches) away during exams; anyone who uses an electronic device or other materials during an exam will have the exam taken away and will earn a zero. Additional academic dishonesty repercussions may apply. Each exam is worth 10%.

- Outcomes assessed: 1-2-3-4-5
2. Family Analysis Papers: 35% – Individual and Partner Paper

The purpose of these papers is for you to experience the concepts and theories from class by examining family communication issues through research, analysis, practical application, and personal reflection. You will be completing two research analysis papers: one individual paper about your family of origin, the other with a partner. Individual paper is worth 15 percent; partner paper is 20 percent.

There will be similar criteria for each paper to enhance and build upon your writing processes. Details for the papers will be provided on a separate handout; but in general, a brief description is indicated below.

Each paper will contain the following:

1. Undergo an approval process where you will be turning in a brief description of your ideas.

2. Require the appropriate use of outside (in addition to our text, if you use our text) credible sources related to family communication to support and examine your topic. Three of which need to be peer-reviewed academic journal articles. Four sources for individual paper; six for partner paper.

3. Contain basic writing components of a paper: an introduction and rationale as to why this is important to study; appropriate synthesis of research and literature related review of chosen topic; application analysis of your ideas from your selected approach/strategy; overall conclusions and implications of family communication; potential recommendations for families or society in general; and references, and any appropriate appendixes (including any materials surrounding your chosen artifact such as field notes, interview questions, articles, editorials, ads, magazines, videos, pamphlets…).

Logistics: 5-6 (for individual paper), and 7-8 (for partner paper) full pages (not counting cover page, references, or appendixes), typed, double-spaced, 1-inch margins, 11-12 pt font, approximately 350-400 words per page. APA uses Times New Roman; but something similar and easy to read is acceptable. Hard copy and D2L submission on due dates.

Basically, you will look at what research has to say about your selected topic/concept/theory so you have a better understanding of the topic. Then, you will examine your family (or another type of family) related to the concept and make some reflections, conclusions, and recommendations.

**Topic ideas** for research might include a particular theory, family traditions, family roles, stories, conflict, taboo topics, metaphors, Fitzpatrick’s typology, system processes, power structures, violence in the family, decision-making and/or problem-solving, sibling communication, dialectical tensions, generational communication, stress factors in families. Topics might also include cultural implications or policy implications on particular types of families.

Each paper needs to be different with respect to topic and approach. Also, do not use anything you have done in the past from any other class (see academic policies below).

Again, for your individual paper, you will examine your own family of origin. One paper will be done with a partner.

**Approach/Strategy:** each paper should demonstrate something different and use the following strategies to approach your paper – use a different approach for each paper. Partner papers may require additional data for analysis – visit with me when you select your partner topic.

a. **Personal Analysis:** You may use your personal recollection about your family in regard to your topic. How does the concept or research at hand connect with experiences in your family?
b. **Collective Interviews/Cultural Analysis:** Interview individuals (separately) about some aspect of family functioning. You should have approximately 10 open-ended questions with some follow-up questions regarding your topic. Take field notes during your interviews or immediately after it so you have accurate information. You will turn in these notes with your paper. You should conduct 4-5 interviews in order to look for themes across the board. Your interview data will be the basis of your analysis—find themes, common ideas… within your material and link to ideas in text. This may work well for your family of origin or a different family. You might also interview people from different types of families, or families from different cultures to see the differences in perception and communication patterns.

c. **Three Generational/Oral History Analysis:** Create a three-generational analysis by talking with a child, parent and grandparent from your family or another family about the particular topic you have chosen (think about the language you use with each generation in regard to your topic; vocabulary). Keep in mind that this approach is different than the collective interview/cultural analysis.

d. **Visit with Professionals:** Interview at least two professionals (counselor, priest, therapist, social worker) about various topics or issues dealt with in discussions with families. Obviously, they will not be able to tell you details of families, but common situations, issues, and coping strategies may be interesting to learn about.

e. **Media/TV Analysis:** Examine messages about family communication (e.g., book, speech, Ted Talk, watch a TV sitcom series, examine cartoons, billboards, Facebook, newspapers, magazines), and analyze concepts from the book in relation to our text. Keep in mind there needs to be substantive enough information for analysis. Analyzing one billboard or one FB post will not be sufficient to draw conclusions. Examine enough data to make some thematic analysis of what you are seeing in mediated messages as it relates to your topic.

f. **Choice:** You may find a particular way that you find interesting to investigate a particular topic different from what is listed above. You are free to visit with me about your ideas and submit a description for approval.

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

### 3. Partner Paper Presentation: 10%

You will be presenting your partner paper to the class, which will be a graded component. Formal structure and professionalism will be expected in presentations (introduction-body-conclusion). You will be providing a brief rationale of your topic, research, and what you analyzed. You should leave us with some “golden nuggets” or highlights of the importance of this topic and its implications on family communication and/or our society.

You will be graded on organizational structure, content, and verbal and nonverbal elements of speech presentation. A speaking outline and visual aids will accompany your presentation. Presentations will be approximately 10-12 minutes in length—specific time will be determined once we know the number of presentations.

- Outcomes assessed: 2-3-4-7

### 4. Chapter Connections: Assignments/Activities/Application/Preparation: 25%

**Purpose:** to help you apply text material to your daily lives, and examine concepts of family and family communication

- Objectives assessed with chapter activities: 1-2-3-4-5-6-7-8
I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, spend time with the material, there are many golden nuggets in the readings with great opportunity for critical thinking! The text is unique in that is has several features for reflection and interactive application of materials. Special features of the text include short family case scenarios, first-person examples from people in various families, discussion questions, and Family Matters research sections.

**Outside assignments** (taken from the book and elsewhere) will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., discussion questions, topic approvals, chapter and application assignments, family reflections, case analyses, self-assessments, etc.) will help you prepare for class and find relevance to your personal family and family communication.

**In-class activities** (e.g., group application activities, chapter features, sharing of your outside assignments) will help you apply materials, share ideas, and learn from others.

Assigned activities and assignments are to be typed (unless otherwise noted) and submitted to D2L prior to the start time of class; some will also require a hard copy so check assignment and syllabus (or you may want a hard copy with you for easy access during discussion). 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, tiktok, or twitter, etc., during the activity or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity. Practice those communication skills!

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity; their purpose is to make application with concepts as they are discussed in class. 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 work. Outside assignments do not get free days.

Any assignment 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:**
To help with expectations for activities, each activity will be graded based on earned credit/effort using the following general scale (i.e., assignments will vary by points, but follow these general guidelines):

**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 upon 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. Demonstrates respectful behavior (devices 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.

**General Guidelines for All Assignments:**
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates (see more details with academic honesty policies).

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

I love what I do and enjoy a relaxed, yet professional 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 – Yes!** Attendance is important as we apply much of the content during class activities and group discussion. I realize life happens and you may need to miss on occasion. You have three “free” class periods/one week regarding in-class work. Please note that any in-class exams, simulation days, or any presentation days (as the speaker or audience member) cannot count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming in late or leaving early will count as one of your free days.

Use these days wisely and save them for personal days or non-university sanctioned activities (e.g., doctor appointments, illness, funeral, family wedding, family travel, helping a friend, unexpected work conflict, personal wellness day, club sport activity). Don’t feel as if you have to take any free days because I would love to see you every day!

**Additional Absences:** For every absence beyond your free days (up to 3 weeks of the course), you will earn a zero for in-class points. If you choose to miss 3 weeks of class (9 total absences), you have earned the right to fail the course regardless of your performance on assignments, presentations, or exams, as course outcomes are not fully met. If you find yourself getting too far behind, it may be best to take the course at a different time.

**Attendance** also relates to any disruptive behaviors (e.g., not wearing a mask, disrespectful language) where you may be asked to leave the classroom; if you are asked to leave for any reason, it will count as an absence.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized documented activities (e.g., legal, military, quarantining) will be added up to account for one of your days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences. Let me know as soon as possible so we can work through situations together.
Extended leave circumstances: If you need to be away from class from an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Expectations of time for in-class contact hours and out-of-class preparation
For this type of a course, the university policy, and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week.
Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum to complete an assignment.

Professional Communication/Visiting with your Professor:
Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students).

Students also 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 by email.

Professional written correspondence should also be followed. If you send me an email, use professional email etiquette; a one-line text speak email is not appropriate to start an email conversation and may not be answered. Indicate the course and topic in the RE: heading. Here’s an example of a professional email that you should follow:

RE: Comm 3130 (or Family Comm Class) – article check

Hi Dr. Pawlowski (or Hi Dr. P),

I was looking at articles for my paper and wanted to show you a few to make sure they are appropriate for my topic. Can I stop by your office on Wednesday afternoon between 3-4, and have you look at them? Please let me know if this will work in your schedule.

Thanks,
Jill Johnson

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do
not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours 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. Five minutes in person may be more fruitful than 10 emails back and forth 😊

**Classroom Environment of Professional and Respectful Behaviors:**
There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning,

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins. Put your phones away and talk to each other when you come to class.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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, stretch yourself to share once in a while so we can hear your great thoughts. A nice balance is a great way to learn from everyone.
- Please visit with me privately (rather than publicly) if you have concerns about the nature of the course.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence in the classroom. Our academic classroom is a professional classroom.
- Being in class means not working on other classes during this class or being on your phone. Slip out and come back in if you need to take care of something for a few minutes.

**BOTTOM LINE - We are human.** Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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 nonverbal behaviors toward your classmates or your instructor in the classroom. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

Civility is a cornerstone of society. We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas—particularly for ideas, lifestyles, or topics—are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one's ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic, disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct and BSU/MinnState policy. If this occurs, you may be asked to leave the classroom and may be asked not to return until you meet with the University Conduct Officer and may be subject to a judicial hearing. Refer to the code of conduct at this site for further information https://www.bemidjistate.edu/offices/student-life-success/handbook/
We will be creating our own Communication Civility Code for identifying appropriate and respectful communication behaviors during class.

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices away during class. If you text or play on your phone/computer in class, most of us will notice! By playing on your technology in class, you have the potential to distract at least half of the class from paying attention to the material, the activity, or the presentation at hand. 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 or multitask, it lowers your concentration regarding the material at hand. I may limit the use of laptops, personal computing devices, or other electronics if they distract from the classroom learning environment.

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 learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-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, pulling up your eBook, 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 any presentations. Devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:**
The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record class activities, discussion, or lectures without prior written permission. It is a violation of privacy, as materials contain others and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!
Learning Needs/Accessibility Services/Physical and Mental Health Needs:
I will mix 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.

- **Accessibility Services:** I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions, and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them and will treat anything you or the Accessibility Office tell me with respect and discretion.

- **Student Health and Counseling Services:** Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/

- **The Advising Success Center** is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

**Late Work:** Except for daily/chapter/activities work (which is 50% after the start of class), late work on main graded papers (after the start of class or due date) up to one week, will receive 20% each day it is late. Anything beyond one week will receive a zero. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Remember 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. Presentations cannot be made up; no-shows will earn a zero.

**Exams:** Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, sometimes before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.
**Incompletes:** Not granted unless extreme, documented circumstances make it impossible to finish the course.

**Extra Credit:** Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

**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/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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers, outlines, or presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented via APA. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Academic dishonesty often results from misunderstanding how to properly cite sources, lack of confidence in one’s own abilities, or poor time management. Luckily, these problems can be solved with adequate time to formulate your ideas and consult with me where needed. Let’s answer questions before you turn in your assignment than to deal with the unpleasant (for both of us) consequences of academic dishonesty after the fact.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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:

[https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/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:** The Writing Resource Center

**Visit their website for hours!**

[https://www.bemidjistate.edu/services/wrc/](https://www.bemidjistate.edu/services/wrc/)
Writing Resource Center: Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.

| Grading Procedures and Policies |

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Out of fairness to everyone, these are strictly followed as per the grade scale identified below.

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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned 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.

Grade Scale:

| A+ = 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-69.99 |
| A = 90-96.99 | B = 80-86.99  | C = 70-76.99  | D = 60-66.99  |
|             |              |              | 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. 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, & 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.

For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!

<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>
</table>

### Exams - 30%
- Exam 1: 10
- Exam 2: 10
- Exam 3: 10

### Family Analysis Papers - 35%
- Individual Paper One: 15
- Partner Paper Two: 20

### Presentation - 10%
- Presentation and supplemental materials: 10

### Chapter Connections and Assignments: Activities/Applicatio

### Preparation - 25%
- Daily work
- Various in-class and out-of-class assignments throughout the semester
- Includes attendance and participation

### TOTAL PERCENTAGE
100

---

### “Living” Course Schedule – subject to change if necessary

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises and discussion questions; you will be asked to complete some as out-of-class assignments, and some will be done for in-class activities – stay tuned for chapter specifics. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulate points) will occur. 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 fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Remember your final time period is a presentation – plan accordingly to be present during finals week.
- Some assignments are hard copy and D2L. Check assignments or schedule for details. Unless otherwise instructed, ANY D2L assignment needs to be timestamped in D2L prior to the start of class (9:59am) on the due date to potentially earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>January 10</strong></td>
<td>Introduction to Course/Syllabus/Course Expectations</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>January 12</strong></td>
<td>Chapter 1 – What is a Family?</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Friday January 14</td>
<td>Chapter 1 con’t&lt;br&gt;&lt;strong&gt;Zoom Class&lt;/strong&gt; – go to class link: <a href="https://minnstate.zoom.us/j/94278899016">https://minnstate.zoom.us/j/94278899016</a>&lt;br&gt;Passcode: commrocks</td>
<td>&lt;strong&gt;Zoom Class&lt;/strong&gt; – let’s practice Zoom for when/if needed during the semester&lt;br&gt;Ass’t Due: Student data form – put in D2L&lt;br&gt;In-Class: Family types</td>
</tr>
<tr>
<td>Monday January 17</td>
<td>No Classes – Martin Luther King Jr. Day</td>
<td></td>
</tr>
<tr>
<td>Wednesday January 19</td>
<td>Chapter 1 con’t&lt;br&gt;Start Chapter 2 – What is Family Communication?</td>
<td>&lt;strong&gt;Ass’t Due:&lt;/strong&gt; Family diagram – bring to class – hard copy – put a picture of diagram in D2L&lt;br&gt;Sharing of families</td>
</tr>
<tr>
<td>Friday January 21</td>
<td>Chapter 2 con’t&lt;br&gt;Outside readings on genogram</td>
<td></td>
</tr>
<tr>
<td>Monday January 24</td>
<td>Chapter 2 con’t</td>
<td>&lt;strong&gt;Ass’t Due:&lt;/strong&gt; Genogram (communication patterns) – bring to class - hard copy submitted; they will be shared only with me</td>
</tr>
<tr>
<td>Wednesday January 26</td>
<td>Chapter 3 – Family Communication Theories</td>
<td></td>
</tr>
<tr>
<td>Friday January 28</td>
<td>Chapter 3 con’t&lt;br&gt;Outside reading on dialectics</td>
<td></td>
</tr>
<tr>
<td>Monday January 31</td>
<td>Chapter 3 con’t&lt;br&gt;Comm Privacy Management, outside reading on CPM&lt;br&gt;Narrative</td>
<td>&lt;strong&gt;Ass’t Due:&lt;/strong&gt; Chapter discussion questions – D2L – have access to it in class; might want a hard copy for discussion&lt;br&gt;In-Class: Theory activity&lt;br&gt;Paper discussion</td>
</tr>
<tr>
<td>Wednesday February 2</td>
<td>Chapter 3 con’t – (if needed)&lt;br&gt;Begin Chapter 4 – Communication Patterns and the Creation of Family Identity</td>
<td></td>
</tr>
<tr>
<td>Friday February 4</td>
<td>Discussion of library search – use of sources</td>
<td>Bring your computers</td>
</tr>
<tr>
<td>Monday February 7</td>
<td>Chapter 4 con’t</td>
<td>&lt;strong&gt;In-Class: Rules, and secrets, and networks…&lt;/strong&gt;</td>
</tr>
<tr>
<td>Wednesday February 9</td>
<td>Chapter 4 con’t&lt;br&gt;Importance of indigenous storytelling in families</td>
<td>&lt;strong&gt;Ass’t Due:&lt;/strong&gt; Individual paper topic approval – D2L&lt;br&gt;In-Class: Family stories</td>
</tr>
<tr>
<td>Friday February 11</td>
<td>No Classes</td>
<td></td>
</tr>
<tr>
<td>Monday February 14</td>
<td>Finish chapters – questions for exam</td>
<td>Finish chapters – questions for exam</td>
</tr>
<tr>
<td>Wednesday February 16</td>
<td><strong>Exam One – Chapters 1-2-3-4-and any outside notes or readings</strong></td>
<td><strong>Exam One – Chapters 1-2-3-4- and any outside notes or readings</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
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</tr>
<tr>
<td>Friday 18</td>
<td>Workshop for papers</td>
<td>Workshop for papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Class: APA/plagiarism/academic honesty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>worksheet</td>
</tr>
<tr>
<td>Monday 21</td>
<td>Chapter 5 – Relational Maintenance within Families</td>
<td>In-Class: Relational currencies activity</td>
</tr>
<tr>
<td>Wednesday 23</td>
<td>Chapter 5 con’t</td>
<td></td>
</tr>
<tr>
<td>Friday 25</td>
<td>Chapter 6 – Intimacy with Partnerships and Families</td>
<td></td>
</tr>
<tr>
<td>Monday 28</td>
<td>Chapter 6 con’t</td>
<td></td>
</tr>
<tr>
<td>Wednesday 2</td>
<td>Chapter 7 – Communication and Family Roles and Types</td>
<td>In-class: What roles do you play?</td>
</tr>
<tr>
<td>Friday 4</td>
<td>Chapter 7 con’t</td>
<td>Ass’t Due: Individual Family Analysis Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard copy and D2L</td>
</tr>
<tr>
<td>Mon-Fri 7-11</td>
<td>No Classes – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Monday 14</td>
<td>Chapter 8 – Power, Influence and Decision-Making in Families</td>
<td></td>
</tr>
<tr>
<td>Wednesday 16</td>
<td>Chapter 8 con’t</td>
<td>In-Class: case analysis</td>
</tr>
<tr>
<td>Friday 18</td>
<td>Chapter 8 con’t</td>
<td>Ass’t Due: Partner Paper topic approval</td>
</tr>
<tr>
<td>Monday 21</td>
<td>Exam Two – Chapters 5-6-7-8-and any outside notes or readings</td>
<td>Exam Two – Chapters 5-6-7-8-and any outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td>notes or readings</td>
</tr>
<tr>
<td>Wednesday 23</td>
<td>Chapter 9 – Communication and Family Conflict</td>
<td>Ass’t Due: Family conflict analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard Copy and D2L</td>
</tr>
<tr>
<td>Friday 25</td>
<td>Finish Chapter 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outside article on abusive wife</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Monday March 28</td>
<td>Chapter 9 con’t</td>
<td>In-Class: Family stress model</td>
</tr>
<tr>
<td>Wednesday March 30</td>
<td>Chapter 10 – Communication and Family Developmental Stress</td>
<td>Ass’t Due: progress report for partner paper</td>
</tr>
<tr>
<td>Friday April 1</td>
<td>Chapter 10 con’t</td>
<td></td>
</tr>
<tr>
<td>Monday April 4</td>
<td>Chapter 10 con’t</td>
<td>Ass’t Due: Family Life Cycle Analysis Hard copy and D2L</td>
</tr>
<tr>
<td>Wednesday April 6</td>
<td>Student Achievement Day – No Day Classes Submit your work and support each other</td>
<td></td>
</tr>
<tr>
<td>Friday April 8</td>
<td>Chapter 11 – Family Communication and Unpredictable Stress Outside article on family bereavement</td>
<td>Ass’t Due: Article analysis Hard Copy and D2L</td>
</tr>
<tr>
<td>Monday April 11</td>
<td>Chapter 11 con’t</td>
<td></td>
</tr>
<tr>
<td>Wednesday April 13</td>
<td>Workshop Day for papers – bring computers and papers</td>
<td>Workshop Day for papers – bring computers and papers</td>
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<tr>
<td>Friday April 15</td>
<td>Chapter 12 – Family Communication and Well-Being</td>
<td>Ass’t Due: Partner Family Analysis Paper</td>
</tr>
<tr>
<td>Monday April 18</td>
<td>Chapter 12 con’t</td>
<td></td>
</tr>
<tr>
<td>Wednesday April 20</td>
<td><strong>Exam Three – Chapters 9-10-11-12-and any outside notes or readings</strong></td>
<td>Exam Three – Chapters 9-10-11-12-and any outside notes or readings</td>
</tr>
<tr>
<td>Friday April 22</td>
<td>Workshop for presentations</td>
<td>Workshop for presentations</td>
</tr>
</tbody>
</table>
| Monday April 25   | Course wrap-up, evaluations                                          |Partner Paper presentations  
  • Presentation materials due                                           |
| Wednesday April 27|                                                                        |Partner Paper presentations  
  • Presentation materials due                                           |
| Final Exam Period Wednesday May 4th | 10:30-12:30 in our classroom |Partner Paper presentations  
  • Presentation materials due                                           |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information (Only complete this side for a course modification)</th>
<th>New or Modified Course Information (Complete this side for all new or modified courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject (i.e. SOWK)</strong></td>
<td><strong>Subject (i.e. SOWK)</strong></td>
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<tr>
<td>COMM 3150</td>
<td>COMM</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
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<tr>
<td>☑ 3 credits</td>
<td>☑ 1 credit</td>
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<td>☐ 1 credit</td>
<td>☐ 2 credits</td>
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<tr>
<td>☐ 5 credits</td>
<td>☐ 5 credits</td>
</tr>
<tr>
<td>☐ Other ( )</td>
<td>☐ Other ( )</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>Gender Communication</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>Abbreviated Title (20 characters total)</strong></td>
<td><strong>Abbreviated Title (20 characters total)</strong></td>
</tr>
<tr>
<td>Gender Communication</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td>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. Liberal Education Goal Areas 5 &amp; 7.</td>
<td>This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine the relationship between gender and communication and explore how communication 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. Core Curriculum Goal Areas 5 &amp; 7.</td>
</tr>
<tr>
<td><strong>Undergrad Course Number</strong></td>
<td><strong>Undergrad Course Number</strong></td>
</tr>
<tr>
<td>3150</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>Undergrad Prerequisites</strong></td>
<td><strong>Undergrad Prerequisites</strong></td>
</tr>
<tr>
<td>None</td>
<td>No Changes</td>
</tr>
</tbody>
</table>
### If applicable, Graduate Course Number

<table>
<thead>
<tr>
<th>If applicable, Graduate Course Number</th>
<th>If applicable, Graduate Course Number</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### If applicable, Graduate Prerequisites

<table>
<thead>
<tr>
<th>If applicable, Graduate Prerequisites</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### If applicable, Core Curriculum Goal Area(s)

- ☐ Core Goal 1 Communication
- ☐ Core Goal 3 Natural Science
- ☐ Core Goal 4 Math/Logical Reasoning
- ☒ Core Goal 5 History & Social/Behavioral Sciences
- ☐ Core Goal 6 Humanities and the Arts
- ☒ Core Goal 7 Human Diversity
- ☐ Core Goal 8 Global Perspective
- ☐ Core Goal 9 Ethical & Civic Responsibility
- ☐ Core Goal 10 People and the Environment
- ☐ Core Goal 11 Performance & Participation

**Note:** If course includes core curriculum goal area(s) also complete the applicable core curriculum forms.

### If applicable, Core Curriculum Goal Area(s) (maximum of 2)

- ☐ Core Goal 1 Communication
- ☐ Core Goal 3 Natural Science
- ☐ Core Goal 4 Math/Logical Reasoning
- ☒ Core Goal 5 History & Social/Behavioral Sciences
- ☐ Core Goal 6 Humanities and the Arts
- ☒ Core Goal 7 Human Diversity
- ☐ Core Goal 8 Global Perspective
- ☐ Core Goal 9 Ethical & Civic Responsibility
- ☐ Core Goal 10 People and the Environment
- ☐ Core Goal 11 Performance & Participation

**Questions:**

Core Curriculum Contact Info:
liberaleducation@bemidjistate.edu

---

### Current Major content Area

- Go to [catalog](#); select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course

<table>
<thead>
<tr>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
</table>

1. Biological, Social, and Cultural Influences on Gendered Identity
2. Changing Language of Sexual Violence and Abuse
3. Communicating Gendered Language
4. Communicating Power in Relationships
5. Communication in Cross-Sex Friendships
6. Communication in Same-Sex Friendships
7. Communicative Power of Media, Porn, and Gendered Identities
8. Female and Male Depictions in Advertising
9. Gender Communication and Relationships
10. Gender Communication in Educational Settings
11. Gender in the Workplace
12. Gendered Communication in Interviews and Organizational Settings
13. Gendered Nonverbal Communication

<table>
<thead>
<tr>
<th>No Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Learning Outcomes</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Copy/Paste from the common course outline — see instructions above</td>
</tr>
<tr>
<td>1. demonstrate and apply gendered concepts to your lives and the lives of others</td>
</tr>
<tr>
<td>2. examine one’s own perceptions of gendered identity and communication in personal and professional contexts.</td>
</tr>
<tr>
<td>3. identify solutions for social issues that impact gender communication and gendered identities.</td>
</tr>
<tr>
<td>4. critique institutions that promote or denigrate gendered identities in our society</td>
</tr>
<tr>
<td>5. define and explain key terminology associated with the study of gender communication.</td>
</tr>
<tr>
<td>6. identify and explain historical and contemporary theories, issues, and research trends in gender communication and gender movements.</td>
</tr>
<tr>
<td>7. create communication messages that promote effective gender communication in our personal and professional lives.</td>
</tr>
<tr>
<td>8. illustrate ability to gather, analyze, and synthesize research articles related to gendered communication issues.</td>
</tr>
<tr>
<td>9. 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.</td>
</tr>
</tbody>
</table>

**Indicate the reason for course modification or new course creation**

We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
<table>
<thead>
<tr>
<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ All years</td>
<td>☐ All years</td>
<td>☐ All years</td>
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<tr>
<td>☑ Even years</td>
<td>☑ Even years</td>
<td>☑ Even years</td>
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<tr>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
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<td>☐ Dpt Discretion</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed course cap (max class size)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>What qualified faculty will be available to teach this course?</td>
<td>Pawlowski, Perlich, Baird</td>
</tr>
</tbody>
</table>

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

| Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.) | ☐ Yes; this course is repeatable
The maximum credits it can be taken is _________
☑ No, this course is not repeatable |

What is the primary delivery method for this course?

| ☑ On-campus
| ☐ On-campus HyFlex (on-campus and online synchronous at same time)
| ☐ Online Asynchronous
| ☐ Online Synchronous
| ☐ Other, _____________________________________________ |

Complete only for new courses

| Are there additional library or other resources needed that will need to be provided for this course not already available? | ☐ No, No additional resources are needed for this course
☐ Yes, Additional resources are needed. Please indicate resources below:
1. |

| What special property or service fee(s) would be charged to students taking this course? These charges would be for |
| 1. Items retained by the student and have an educational or personal value beyond the classroom |
| 2. Services on the student’s behalf (see MinnState) |
| ☐ No special property or fee(s)
| ☐ Yes, there are special property or fee(s) requested
Amount per student: $ ___________________________
Will be used for: ___________________________ |
<table>
<thead>
<tr>
<th>Board Policy 5.11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May this modified course replace the current course for students that remain in an old catalog</td>
</tr>
</tbody>
</table>
| ☒ Yes  
| ☐ No .... STOP; Instead drop the current course & submit a new course form. |
| Do these modifications change any of the following? |
| ☐ Yes, **Major Content Areas** will be updated. The updates are indicated below.  
| ☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.  |
| ☐ Yes, **Student Learning Outcomes** will be updated & updates are below.  
| ☐ No, I have reviewed common course outline following the directions on the left and determined the learning outcomes are accurate.  |
| ☐ Max Class Size  
| If yes, what is the proposed new class size ____ |
| Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)? |
| ☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program  
| ☒ Yes, I have checked, and this course is in the following program(s).  
| 1. Equity Certificate  
| 2. Women & Gender Studies  |
| ☐ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).  
| 1. Core area 5  
| 2. Core area 7  |
| If yes, to previous question  
| ☒ Yes, the department chair(s) have been notified of this course modification from their program(s)  
| ☐ Notification was done by email. Their response is copy/pasted below.  
| ☒ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.  |
| ☐ Notification was completed by phone on the following date.  
| Date: ______________________  
| Who: ______________________ |
| | Indicate each person who a notification was sent to:  
| | Dan Alosso on 9/18; no response  
| | Rucha Ambikar 9/18; response on  
| | Notification was not sent because the course has not been changed.  

**Attach a sample syllabus for the course below.**
CORE CURRICULUM 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 Core Curriculum
- 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
Course description: This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine the relationship between gender and communication and explore how communication 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. Liberal Education Goal Areas 5 & 7.

Are there any prerequisites? NO
Reasons for creating this course: To effectively fulfill course outcomes necessary for student learning, to align with MNSCU transfer of 3 hours in this course, and to match national standards.

How often will this course be offered? Spring Semester Even Years
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 competency (Core Curriculum learning outcomes) categories, A-D. Please checkmark the competencies met by the course under consideration.
Students will be able to:

_____ A. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition, adapt reasoning and interpretation to available data sources.

___X__B. describe social institutions and processes across a range of historical periods and cultures, while empathizing and trying to understand the perspectives of people in diverse situations.

___X__C. practice the following:
   • Use and critique alternative explanatory systems or theories,
   • Creatively adapt analysis to counter bias in sources and prior interpretations.

___X__D. practice the following:
   • Develop and critique alternative explanations or solutions for historical and social issues,
   • Communicate and apply historical or social/behavioral knowledges to contemporary issues facing the community.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

___X__ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

___X__ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

_____ Adaptability          ___X__ Empathy
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

As per the course description, “Students will examine the relationship between gender and communication and explore how communication 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.” These goals are inherently connected with understanding both communication processes (communication) and the other (empathy).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and trait(s) selected in Step 3.

Objectives are currently assessed via two examinations, multiple writing assignments, homework activities (including instruments like the BEM scale and RHETSEN inventory), performance assignments (performance of gender), artifact analysis, and in-class presentations. All of these assessment processes are used to evaluate cognitive, behavioral, and affective outcomes (as per Bloom’s taxonomy).

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 5 and 2) will be assessed in this course.

Please include the following supporting materials:

X Course Syllabus, which includes:

X Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
X Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

X 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

X How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

May include additional outcomes that do not map to the Core Curriculum (optional)

X* Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

X* Assignments are explained in the syllabus. Additional materials are available on request.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
- For a new course proposed for the Core Curriculum
- 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
- Course description: This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine the relationship between gender and communication and explore how communication 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. Liberal Education Goal Areas 5 & 7.
- Are there any prerequisites? NO
- Reasons for creating this course: To effectively fulfill course outcomes necessary for student learning, to align with MNSCU transfer of 3 hours in this course, and to match national standards.
- How often will this course be offered? Spring Semester Odd Years
- What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 purpose 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 four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the competencies met by the course under consideration.
Students will be able to:

A. identify the development and evolution of group identities in the history and culture of the United States.

B. demonstrate knowledge of the individual and institutional power dynamics between groups in contemporary society.

C. practice the following:
   - Analyze their own assumptions regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own attitudes regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own behaviors regarding systems of oppression such as ableism, racism, sexism, etc.
   - Analyze their own biases regarding systems of oppression such as ableism, racism, sexism, etc.

D. communicate 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.

E. Students will be able to communicate multicultural and international understanding necessary to live and work effectively in a society with a diversity of cultural and subcultural groups.

F. Students will be able to demonstrate empathy for groups marginalized and disenfranchised by historical and contemporary social structures and institutions.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

- B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

- C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these
connections using reasoning skills;

___X___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability

___X___ Empathy

___X___ Communication

_____ Knowledge (content; pursuit of; lifelong learning)

_____ Creativity

_____ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

As per the course description, “Students will examine the relationship between gender and communication and explore how communication 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.” These goals are inherently connected with understanding both communication processes (communication) and the other (empathy).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in step 3.

Objectives are currently assessed via two examinations, multiple writing assignments, homework activities (including instruments like the BEM scale and RHETSEN inventory), performance assignments (performance of gender), artifact analysis, and in-class presentations. All of these assessment processes are used to evaluate cognitive, behavioral, and affective outcomes (as per Bloom’s taxonomy).

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 7 and 2) will be assessed in this course.

Please include the following supporting materials:

X Course Syllabus, which includes:
  X Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  X Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
  X 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
  X How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
  X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
  X May include additional outcomes that do not map to the Core Curriculum (optional)
  X* Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

*Assignments are explained in the syllabus. Additional materials are available on request.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
Course Description

This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine the relationship between gender and communication and explore how communication 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. This course meets Liberal Education Goal Areas 5 & 7 and the CORE traits of communication and empathy.

Course Objectives

Communication Studies (COMM) 3150 is a seminar-type course that focuses on interactive relationships between gender and communication in contemporary American society. This implies three priorities for our class. First, we'll explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. Second, we'll consider how we enact (perform) socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Third, and perhaps most important, we'll connect theory and research to our personal lives.

Your experiences, insights, questions, and ideas are a key part of this course. Throughout the term we'll consider not only what “is” in terms of gender roles, but also “what might be” and how we, as change agents, may act to improve our individual and collective lives. This is NOT a course designed to make you an expert in understanding the “opposite sex.” It is not designed to help you to fix your relationships or get a date. However, you will learn several important concepts, including the following:

1. Students will demonstrate and apply gendered concepts to their lives and the lives of others [activities, performance assignment, artifact analysis, presentation]. GA 2 (c, d) GA 5 (b, c, d) & GA 7 (c, d, e) (traits communication)
2. Students will articulate their perceptions of gendered identity and communication in personal and professional contexts (activities, performance assignment, artifact analysis). GA 2 (c, d) GA 7 (c, d, e) (traits communication and empathy)
3. Students will identify solutions for social issues that impact gender communication and gendered identities (activities, artifact analysis). GA 2 (c, d) GA 5 (b, c, d) & GA 7 (a, b, d, f) (traits communication and empathy)
4. Students will critique institutions that promote or denigrate gendered identities in our society (artifact analysis), GA 2 (c, d) GA 5 (b, c, d) & GA 7 (a, b, d, f) (traits communication and empathy)
5. Students will define and explain key terminology associated with the study of gender communication (exams, activities, artifact analysis, presentation). GA 2 (c, d) GA 7 (b, c, e)

5 These are office hours available for students, but feel free to stop by anytime my door is open. I will put a note on my door if any meetings conflict with office hours, as there will be occasional meetings beyond my control that get scheduled.
6. Students will identify and explain historical and contemporary theories, issues, and research trends in gender communication and gender movements (artifact analysis). GA 2 (c, d) GA 7 (a, b, d)
7. Students will create communication messages that promote effective gender communication in their personal and professional lives (activities). GA 2 (c, d) GA 7 (c, e) (traits communication, empathy)
8. Students will demonstrate ability to gather, analyze, and synthesize research articles related to gendered communication issues (performance assignment, presentation). GA 2 (c, d) GA 5 (a) & GA 7 (e)
9. Students will 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 (activities, performance assignment, artifact analysis). GA 2 (c, d) GA 5 (b, c) & GA 7 (a, b, d, e) (traits communication, empathy)

Assignments, Evaluations, and Assessments

1. Exams. 2 @ 100 pts each
   You will have 2 exams during the term. Exams will have multiple choice and essay questions. Questions will be drawn from the assigned readings and related in-class notes. It is, therefore, important that students take good notes over lecture material. Notes will not be used during quizzes. In order to ensure fair assessment, the grading of each quiz will be blind. For each quiz, students will identify themselves only by student identification numbers.

2. Homework/Activities. 150 pts
   There will be several homework assignments throughout the semester—about 10 points each week. These assignments may include in-class activities, journaling about a concept, or a short, written assignment. You will also be awarded discussion points (50) for participation in class conversations, discussion boards, and in group settings. These discussion points will be assessed throughout the semester.

3. Performance of Gender: 100 points (30 points for proposal, 20 for performance, and 50 for reaction paper)
   a. First, you need to complete the preparation sheet. Preparation includes identifying your standpoint, developing a performance strategy, and articulating a plan for performance. Your plan must include research from scholar published sources (for example, from CMMC).
   b. Second, you will actually perform gender for 12 hours (8am to 8pm for example). You will need to give me LOTS of evidence that you actually completed this task (photos, video clips, etc.).
   c. Finally, you will do a written reflection after you have completed the performance. In your reaction paper you should first begin with description (what you did and what you expected…you can use some of the info from your preparation sheet). Second, you need to apply at least two class concepts to your experience. Finally, you need to evaluate the experience. How did the performance go? How did you feel? What was the reaction of other people? What did you learn? Etc. This paper should easily be about 6-10 pages.

4. Artifact Analysis: 50 points (25 points each)
   Two times during the semester you will be required to conduct analysis of an artifact. Your analysis should include how that artifact is related to gender in some way. You should do a short write up/explanation, attach your artifact, and be prepared to present your analysis to the class. You will also lead a short discussion about your artifact. See attached assignment sheet for more information.

5. Chapter Presentation: 100 points
   You will each be assigned to work in a small group. Each group will present over one chapter/topic in the book. You will need to do a significant amount of additional research (in other words, you can’t just read the chapter and repeat what the book says). You should be creative with this. You may want to have movie/tv clips, invite a guest speaker, do skits, have handouts, etc. Get the class involved in their learning by hosting a discussion of the chapter, rather than just lecturing on the chapter. Each group will have approximately 1 hour. Each group will also be responsible for writing 5 multiple choice questions and 2 essay questions about their chapter for the quiz. Because this is a group presentation you will be assigned a grade as a group so you really need to work together on this.

Course Requirements
1. **Attend class:** Because this class relies heavily on group interaction and in-class activities, attendance is required. Homework assignments, reaction papers, and exam questions will be based on interactions during class. If you are unable to attend class, it is your responsibility to find out what was covered in class and what homework, if any, was assigned. For evaluation activities such as reports, tests, papers, etc., no absences will be allowed. Excused absences are only considered when conditions are clearly beyond the control of the student and must be documented. Personal illness, death or serious illness in the immediate family are possible excuses, but must be supported by evidence. The instructor must be notified in advance of excused absences. The instructor retains the right to judge whether documentation justifies an excused absence. Each student in this class is allowed 3 credit hours of “free” absences. For every absence beyond these initial “freebies,” students will receive a 10% reduction in their course grade. Attendance does not just mean showing up for class (see #2). Missing class to work on projects for another course is not acceptable, nor is missing another class to work on my assignments. Special note: absences during in-class group workdays will count against your course grade.

**University Policy and the Higher Learning Commission states that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week” during a fifteen week semester.**

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week.

**Extended leave circumstances:** If you need to be away from class from an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments due during the leave period. You can complete a leave form at this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/).

2. **Participate** in class discussions and activities: Students will be expected to participate in all activities and discussions for the class. Refusal to participate in a class activity or discussion, or disruptive behavior during a class activity or performance may be treated as an absence for that class session at the instructor's discretion. Disruptive activities include talking through a fellow students' speech, ridiculing others when participating in course activities, physically or verbally threatening another student, and/or violating any student guidelines during a class session.

Let’s cultivate a comfortable, cooperative, and enjoyable space of learning. This 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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, creating side conversations, consistently dominating conversation, or packing up noisily before end of class.

We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information [https://www.bemidjistate.edu/offices/student-life-success/handbook/](https://www.bemidjistate.edu/offices/student-life-success/handbook/)
3. **Complete** all course assignments on assigned days: All assigned work must be completed to receive a grade for this class. All written assignments are to be typed, double-spaced, stapled, with pages separated, and reflecting college-level composition skills (grammar and punctuation count on written work). APA style is preferred on papers. Work that does not meet these guidelines will not be accepted. Failure to turn in an assignment will result in automatic failure of this course. Students should also be aware of the campus policy for plagiarism (including the failure to cite sources); plagiarism will not be tolerated and will result in a failing grade for this class.

4. **Read** all assigned course work. We have an assigned textbook for the class. You will also need access to the APA manual for citing sources (communication studies is in the social sciences discipline, which uses APA as the writing style guide):


5. **Grading standards and expectations** (Full Credit; Partial Credit; No Credit/None): To help with expectations for activities, each in-class/out-of-class activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

**Full:** The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.

6. **No late work:** 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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments. Not all daily assignments will be on D2L so have a back-up plan – let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

7. **No dishonesty:** Any material handed in must be your own 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).

8. **College-level expectations:** 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.

---

6 Additional APA resources:
- Purdue Online Writing Lab: APA Style: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity.

Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a relaxed, yet professional 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.

Technology Needs/Uses/Email/D2L:
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 assignments and materials. Please check your email frequently. Most assignments will be turned in hard copy AND submitted to D2L. 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 upload assignments via email unless approved.

Professional Communication/Visiting with your Professor:
I am to be referred to by my professional name; Dr. Perlich (or Dr. J).

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 via email.

If you do send me an email, please use professional email etiquette. Please indicate the course and topic in the RE: heading. Here’s an example of a professional email:

```
RE: Comm 1090 (or Interpersonal Communication) – Class question

Hi Dr. Perlich (or Hey Dr. J),

I had a question regarding my speech and was wondering if I can stop by your office to ask you about a few articles I found for my research paper.

Thank you,
Joan Johnson
```

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, 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 request or 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 an attached document asking me to pre-grade, correct, fix errors, 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.
Electronic Respectful Behaviors:
To create cooperative learning, turn off and/or silence electronics (including iwatches) and put moveable devices away during class. It interrupts your learning and those around you. There are times when we will create an exception to this rule—however, continued misuse of technology by your classmates may result in a moratorium on all electronic devices. 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. This respect is especially important during others’ presentations. ANY devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

- **Exceptions**: Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, pulling up your eBook, looking up information related to a group activity) is permissible. Additionally, a true emergency that requires you to text or call someone is a legitimate exception to the policy (though you should keep me in the loop during these times)—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.

- **Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors**: The use of electronics policy also applies to the use of course materials in any manner other than course purposes. Class sessions and materials contain my own and others’ intellectual property. **UNLESS** I have granted prior written approval (e.g. for approved accommodations), recording audio or video of class sessions, taking pictures, or re-distributing any material (to other students or anywhere – social media/friends, etc.) is NOT allowed. Taking pictures of academic items (group project photo, mind mapping from the board, etc.) is allowable with permission; taking photos/digital recording of what someone (including your professor) is wearing, speaking, or doing to put on social media (or for personal use) is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context.

Learning Needs/Accessibility Services/Physical and Mental Health Needs:
I appeal to a wide array of learning styles through my use of teaching materials and pedagogy. Please visit with me, if you are comfortable doing so, about any concerns related to your 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. There are many resources available on our campus for all types of learners:

- **Office of Accessibility Services**: If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: [https://www.bemidjistate.edu/services/accessibility/](https://www.bemidjistate.edu/services/accessibility/)

- **Student Center for Health and Counseling**: 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: [http://www.bemidjistate.edu/services/health_counseling/](http://www.bemidjistate.edu/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/](http://www.bemidjistate.edu/services/advising-success-center/)

I encourage you to take advantage of any of the above resources if you feel like you are getting behind in your work or feel like 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.

**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 and 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:** BSU policy defines plagiarism as a circumstance that occurs when “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.”

In general, plagiarism 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. Material taken from any source including internet/websites must be appropriately and fully documented. I will likely 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 work.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. *At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/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 AC Clark Library, Room 326 Phone: (218) 755-3919 | Visit their website for hours! http://www.bemidjistate.edu/students/wrc/ |

Grading Procedures and Policies

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 and making an argument at the end of the semester (due to any missed assignments, lack of effort during the semester, needing a grade for a particular scholarship, etc.) for extra credit or to obtain a higher grade will not be considered. Your earned final grade reflects the quality of work submitted during the semester at the time it was due and the accumulated end 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 I do not grant favors. I take educational ethics seriously and uphold these practices.

**Grade Scale:**

I use a standard grading scale (90%, 80%, etc). 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.

Plus and minus grades will be determined as follows: Bottom 3% of letter grade will receive a minus; top 3% of letter grade will receive a plus.

**Incompletes:**
Incompletes are not granted unless extreme/documented circumstances make it impossible to finish the course.

---

**Tentative Course Schedule**

The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. Note that chapters are not in order of text; they are in order of what best fits the organization of the course and our learning outcomes. Please review all sections in your chapters; we will discuss many of these in class (and some may be outside assignments).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/Activity/What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday January 14th</td>
<td>Introduction to Course, Syllabus, &amp; Expectations</td>
<td>Syllabus discussion</td>
</tr>
<tr>
<td>Thursday January 16th</td>
<td>Introduction to Course, Syllabus, &amp; Expectations</td>
<td></td>
</tr>
<tr>
<td>Tuesday January 21st</td>
<td>Overview: Gender and Communication</td>
<td>Chapter 1 Activity points: Proof of TB</td>
</tr>
<tr>
<td>Thursday January 23rd</td>
<td>Becoming Gendered</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Tuesday January 28th</td>
<td>Becoming Gendered</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Thursday January 30th</td>
<td>Theories of Gender</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Tuesday February 4th</td>
<td>Theories of Gender</td>
<td>Chapter 2 Artifact Paper #1 Due</td>
</tr>
<tr>
<td>Thursday February 6th</td>
<td>Artifact Discussions</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Tuesday February 11th</td>
<td>Rhetorical Shaping of Gender</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Thursday February 13th</td>
<td>Gendered Verbal Communication</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Tuesday February 18th</td>
<td>Gendered Nonverbal Communication</td>
<td>Chapter 6 Artifact Paper #2 Due</td>
</tr>
<tr>
<td>Thursday February 20th</td>
<td>Gendered Nonverbal Communication</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Tuesday February 25th</td>
<td><strong>Exam One</strong></td>
<td>Exam One</td>
</tr>
<tr>
<td>Thursday February 27th</td>
<td>Gendered Performance Proposal Due</td>
<td>Gendered Performance Proposal Due</td>
</tr>
<tr>
<td>Tuesday March 3rd</td>
<td>Prep Meetings for GPD.</td>
<td></td>
</tr>
<tr>
<td>Thursday March 5th</td>
<td>Gendered Performance Day!</td>
<td>Gendered Performance Points</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tuesday March 17th</td>
<td>Gender Performance Paper Due; Discussions regarding gendered performances.</td>
<td></td>
</tr>
<tr>
<td>Thursday March 19th</td>
<td>Work-sessions for group presentations</td>
<td></td>
</tr>
<tr>
<td>Tuesday March 24th</td>
<td>Chapter Presentation: Gendered Media</td>
<td></td>
</tr>
<tr>
<td>Thursday March 26th</td>
<td>Activity Application:</td>
<td></td>
</tr>
<tr>
<td>Tuesday March 31st</td>
<td>Chapter Presentation: Gendered Education</td>
<td></td>
</tr>
<tr>
<td>Thursday April 2nd</td>
<td>Activity Application:</td>
<td></td>
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<tr>
<td>Tuesday April 7th</td>
<td>Chapter Presentation: Gendered Relationships</td>
<td></td>
</tr>
<tr>
<td>Thursday April 9th</td>
<td>Activity Application:</td>
<td></td>
</tr>
<tr>
<td>Tuesday April 14th</td>
<td>Central States Communication Association; Online Activity Application: Power</td>
<td></td>
</tr>
<tr>
<td>Thursday April 16th</td>
<td>Central States Communication Association; Online Activity Application: Power</td>
<td></td>
</tr>
<tr>
<td>Tuesday April 21st</td>
<td>Chapter Presentation: Organizations &amp; Businesses</td>
<td></td>
</tr>
<tr>
<td>Thursday April 23rd</td>
<td>Activity Application:</td>
<td></td>
</tr>
<tr>
<td>Tuesday April 28th</td>
<td>Review and wrap-up</td>
<td></td>
</tr>
<tr>
<td>Thursday April 30th</td>
<td>Reading Day—No Classes</td>
<td></td>
</tr>
<tr>
<td>Final Exam Period; May 7th 10:30 am</td>
<td>Exam Two</td>
<td>Exam Two</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form
last updated: 9.23.22

Use this form to:
Modify an existing course or propose a new course in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject (i.e. SOWK)</strong></td>
<td><strong>Subject (i.e. SOWK)</strong></td>
</tr>
<tr>
<td>COMM 3170</td>
<td>COMM</td>
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<tr>
<td>Credits</td>
<td>Credits</td>
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<tr>
<td>☐ 1 credit</td>
<td>☐ 1 credit</td>
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<tr>
<td>☐ 2 credits</td>
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<tr>
<td>☒ 3 credits</td>
<td>☒ 3 credits</td>
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<tr>
<td>☐ 4 credits</td>
<td>☐ 4 credits</td>
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<tr>
<td>☐ 5 credits</td>
<td>☐ 5 credits</td>
</tr>
<tr>
<td>☐ Other ( )</td>
<td>☐ Other ( )</td>
</tr>
</tbody>
</table>

| Course Title               | Course Title                         |
| Health Communication       | No Change                             |

| Abbreviated Title (20 characters total) | Abbreviated Title (20 characters total) |
| Health Communication        | No Change                             |

<p>| Course Description          | 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 &amp; 9. | 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, cultural competency, 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 among diverse populations. Core Curriculum Goal Areas 7 &amp; 9. |</p>
<table>
<thead>
<tr>
<th>Undergrad Course Number</th>
<th>3170</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Course Number</td>
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</tr>
<tr>
<td>Undergrad Prerequisites</td>
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<td>Undergrad Prerequisites</td>
<td>No Change</td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
<td></td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
<td></td>
</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
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<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
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<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td></td>
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<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td></td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>(maximum of 2)</td>
</tr>
<tr>
<td>□ Core Goal 1 Communication</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 3 Natural Science</td>
<td></td>
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<tr>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
<td></td>
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<tr>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td></td>
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<tr>
<td>□ Core Goal 6 Humanities and the Arts</td>
<td></td>
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<tr>
<td>☒ Core Goal 7 Human Diversity</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 8 Global Perspective</td>
<td></td>
</tr>
<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 10 People and the Environment</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 11 Performance &amp; Participation</td>
<td></td>
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<tr>
<td>Maximum of two core curriculum goal area(s)</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 1 Communication</td>
<td></td>
</tr>
<tr>
<td>□ Core Goal 3 Natural Science</td>
<td></td>
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<tr>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
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<tr>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
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<tr>
<td>□ Core Goal 6 Humanities and the Arts</td>
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<tr>
<td>☒ Core Goal 7 Human Diversity</td>
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<tr>
<td>☒ Core Goal 8 Global Perspective</td>
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<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
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<tr>
<td>□ Core Goal 10 People and the Environment</td>
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<tr>
<td>□ Core Goal 11 Performance &amp; Participation</td>
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<tr>
<td>Questions: Core Curriculum Contact Info: <a href="mailto:liberaleducation@bemidjistate.edu">liberaleducation@bemidjistate.edu</a></td>
<td></td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>1. Active Listening and Mindful Responding</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>2. Communicating Social Support</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>3. Communicating in Health Care Teams</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>4. Communication from the Caregiver Perspective</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>5. Communication from the Patient Perspective</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>6. Cultural Conceptions of Health and Illness</td>
</tr>
<tr>
<td>Current Major content Area</td>
<td>7. Diversity in Healthcare</td>
</tr>
<tr>
<td>Proposed Major Content Areas</td>
<td>No Change</td>
</tr>
</tbody>
</table>
the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area.

<table>
<thead>
<tr>
<th>8. Family Caregiving</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Health Care Administration, Human Resources</td>
</tr>
<tr>
<td>10. Health Care Reform</td>
</tr>
<tr>
<td>11. Health Communication Theories</td>
</tr>
<tr>
<td>12. Health Images in Media</td>
</tr>
<tr>
<td>13. History and Current Issues in Health Communication</td>
</tr>
<tr>
<td>15. Managed Care</td>
</tr>
<tr>
<td>16. Patient-Caregiver Communication</td>
</tr>
<tr>
<td>17. Planning and Designing Health Promotion Campaigns</td>
</tr>
<tr>
<td>18. Public Health Crises</td>
</tr>
</tbody>
</table>

**Current Learning Outcomes**

Copy/Paste from the common course outline – see instructions above

1. identify and explain concepts and theories of health communication.
2. examine personal ethics, beliefs, and values and articulate how they affect our communication messages and perceptions about health.
3. apply ethical communication principles to health care situations involving individuals, families, and healthcare teams.
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.
5. apply theory and research to communication practices and challenges that impact individuals, health care teams and organizations.
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).
7. use active listening and mindful responding when engaged in communication about healthcare issues.
8. analyze health issues that perpetuate and challenge stereotypes, cultural

**Proposed Learning Outcomes**

Please reference Blooms Taxonomy action verbs

Start each with “Students will be able to ..”
issues, policy implications, and social injustices in our communities.

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.

<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be the course offering frequency for this course each term</td>
<td>☐ All years</td>
<td>☐ All years</td>
<td>☐ All years</td>
</tr>
<tr>
<td></td>
<td>☐ Even years</td>
<td>☐ Even years</td>
<td>☐ Even years</td>
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<tr>
<td></td>
<td>☐ Odd years</td>
<td>☒ Odd years</td>
<td>☐ Odd years</td>
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<tr>
<td></td>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed course cap (max class size)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>What qualified faculty will be available to teach this course?</td>
<td>Pawlowski, Perlich</td>
</tr>
</tbody>
</table>

*Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.*

| If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component? | ☐ Yes; this course is repeatable
The maximum credits it can be taken is ________

☒ No, this course is not repeatable |

<table>
<thead>
<tr>
<th>Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.)</th>
</tr>
</thead>
</table>
| ☐ Yes; this course is repeatable
The maximum credits it can be taken is ________

☒ No, this course is not repeatable |

<table>
<thead>
<tr>
<th>What is the primary delivery method for this course?</th>
</tr>
</thead>
</table>
| ☒ On-campus
☐ On-campus HyFlex (on-campus and online synchronous at same time)
☐ Online Asynchronous
☐ Online Synchronous
☐ Other, _____________________________ |
Complete only for new courses

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there additional library or other resources needed that will need to be provided for this course not already available?</td>
<td>☐ No, No additional resources are needed for this course</td>
</tr>
<tr>
<td></td>
<td>☐ Yes, Additional resources are needed. Please indicate resources below:</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What special property or service fee(s) would be charged to students taking this course?</td>
<td>☐ No special property or fee(s)</td>
</tr>
<tr>
<td>These charges would be for</td>
<td>☐ Yes, there are special property or fee(s) requested</td>
</tr>
<tr>
<td>1. Items retained by the student and have an educational or personal value beyond the classroom</td>
<td>Amount per student: $ ___________________________</td>
</tr>
<tr>
<td>2. Services on the student’s behalf (see MinnState Board Policy 5.11)</td>
<td>Will be used for: _________________________________</td>
</tr>
</tbody>
</table>

Complete only for course modifications

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>May this modified course replace the current course for students that remain in an old catalog?</td>
<td>☒ Yes</td>
</tr>
<tr>
<td></td>
<td>☐ No .... STOP; Instead drop the current course &amp; submit a new course form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do these modifications change any of the following?</td>
<td>☐ Yes, Major Content Areas will be updated. The updates are indicated below.</td>
</tr>
<tr>
<td></td>
<td>☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
</tr>
<tr>
<td></td>
<td>☐ Yes, Student Learning Outcomes will be updated &amp; updates are below.</td>
</tr>
<tr>
<td></td>
<td>☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
</tr>
<tr>
<td></td>
<td>☐ Max Class Size</td>
</tr>
<tr>
<td></td>
<td>If yes, what is the proposed new class size ____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</td>
<td>☒ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program</td>
</tr>
<tr>
<td></td>
<td>☐ Yes, I have checked, and this course is in the following program(s).</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
</tbody>
</table>
program, search the online catalog, as follows:
1. Go to the [catalog](#)
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)

<table>
<thead>
<tr>
<th>If yes, to previous question</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes, the department chair(s) have been notified of this course modification from their program(s)</td>
</tr>
<tr>
<td>☐ Notification was done by email. Their response is copy/pasted below.</td>
</tr>
<tr>
<td>☐ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.</td>
</tr>
</tbody>
</table>
| ☐ Notification was completed by phone on the following date.  
  Date: _______________________
  Who: _______________________

Indicate each person who a notification was sent to:

Attach a sample syllabus for the course below.
CORE CURRICULUM COURSE SUBMISSION FORM  
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:

- For a new course proposed for the Core Curriculum
- 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  
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, cultural competency, 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 among diverse populations.

Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites. NO

Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

How often will this course be offered? Every fall – Odd Semesters

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

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.

* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 purpose 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 four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the competencies met by the course under consideration.

Students will be able to:

_____ A. identify the development and evolution of group identities in the history and culture of the United States.

__X___B. demonstrate knowledge of the individual and institutional power dynamics between groups in contemporary society.
practice the following:

• Analyze their own assumptions regarding systems of oppression such as ableism, racism, sexism, etc.
• Analyze their own attitudes regarding systems of oppression such as ableism, racism, sexism, etc.
• Analyze their own behaviors regarding systems of oppression such as ableism, racism, sexism, etc.
• Analyze their own biases regarding systems of oppression such as ableism, racism, sexism, etc.

D. communicate 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.

E. Students will be able to communicate multicultural and international understanding necessary to live and work effectively in a society with a diversity of cultural and subcultural groups.

F. Students will be able to demonstrate empathy for groups marginalized and disenfranchised by historical and contemporary social structures and institutions.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

Adaptability

Empathy

Communication

Knowledge (content; pursuit of; life-long learning)

Creativity

Reasoning
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

As a communication course, this class examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course has foci of ethics and communication variables such as verbal, nonverbal, conflict, cultural competency, listening, and self-disclosure between individuals, health care providers, patients, and families.

Student knowledge will be increased by understanding how personal, societal, political, and culture factors impact health communication and healthcare among diverse populations.

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in step 3.

Communication: Students (cognitive, behavioral, affective) will be analyzing case studies and practicing communication skills in various health care settings. Students will also be completing various self-assessments as related to cultural diversity and communication competencies. Emphasis is given to a cultural/diversity communication project examining communication patterns and injustices as related to cultural and subcultural groups and providing communication recommendations for societal members and health care providers. Students will be presenting their project to the class.

Knowledge: Student’s cognitive knowledge will be assessed through exams, appropriate use of identified strategies for analyzing case studies, appropriate analysis of health communication issues, and application activities linked to chapter concepts.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 7 and 2) will be assessed in this course.

Please include the following supporting materials:

___X___ Course Syllabus, which includes:

___X___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
___X___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
___X___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
May include additional outcomes that do not map to the Core Curriculum (optional)

X Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
This form should be completed for the following circumstances:

- For a new course proposed for the Core Curriculum
- 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
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, cultural competency, 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 among diverse populations.
Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites. NO
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

How often will this course be offered? Every fall – Odd Semesters
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.*
*All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.*

STEP 2: SELECTION OF CORE CURRICULUM 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 two or more credits

The overall purpose of this goal area is to develop students’ capacity to identify, discuss, empathize, 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, courses must provide for three of the five listed competency (Core Curriculum learning outcomes) categories, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to:

___X___A. practice the following:
Examine their own ethical views.
Communicate their own ethical views.
Apply their own ethical views.

____X____ B. apply ethical concepts to specific issues (e.g., politics, rights and obligations, justice, liberty, etc.).

____X____ C. analyze the ethical dimensions of legal, social, and scientific issues.

_____ D. describe, understand, and empathize with the diversity of political motivations and interests of self and others.

____X____ E. communicate ways to exercise the rights and responsibilities of citizenship.

Goal Area 2: Critical Thinking

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____X___ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

_____X___ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

_____X___ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability        _____ Empathy

____X____ Communication  ____X____ Knowledge (content; pursuit of; life-long learning)

_____ Creativity          _____ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

As a communication course, this class examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course
has foci of ethics and communication variables such as verbal, nonverbal, conflict, cultural competency, listening, and self-disclosure between individuals, health care providers, patients, and families.

Student knowledge will be increased by understanding how personal, societal, political, and culture factors impact health communication and healthcare among diverse populations.

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

Communication: Students (cognitive, behavioral, affective) will be analyzing case studies and practicing communication skills in various health care settings. Students will also be completing various self-assessments as related to cultural diversity and communication competencies. Emphasis is given to a cultural/diversity communication project examining communication patterns and injustices as related to cultural and subcultural groups and providing communication recommendations for societal members and health care providers. Students will be presenting their project to the class.

Knowledge: Student’s cognitive knowledge will be assessed through exams, appropriate use of identified strategies for analyzing case studies, appropriate analysis of health communication issues, and application activities linked to chapter concepts.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective writing, and assignments and/or quantitative rubric summaries from case analysis, self-reported instruments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

___X___ Course Syllabus, which includes:

___X___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___X___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)

___X___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)

___X___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)

___X___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

________ May include additional outcomes that do not map to the Core Curriculum (optional)
Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
COMM 3170: Health Communication
Fall 2022 – Section 01 – 233222
MWF 11-11:50am – HSH 109
Policy Sheet and Syllabus – Bemidji State University

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

Instructor: Dr. Donna Pawlowski, Ph.D., Department Chair and Professor of Communication Studies
Office: Satzgast 215E
E-mail: donna.pawlowski@bemidjistate.edu
Class will meet in our classroom, Hagg Sauer 109, on MWF from 11-11:50am

Liberal Education Categories/Prerequisites: This 3-credit course counts toward liberal education goal areas 2, 7, and 9. No required prerequisites.

Student Office Hours: I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I’m available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

In-Person Office hours: Monday 2-3; Tuesday 9am-12noon; Wednesday 8-9:30; Friday 8-9:30. I am also open to meeting in other locations outside my office hours as well; Hobson Memorial Union, ecoGrounds, etc.

ZOOM office hours: While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Contact me if/when you want any zoom office hours. Link for office hours (when applicable): https://minnstate.zoom.us/j/93440028867 Passcode: commrocks

ZOOM Link for class periods: zoom class will take place on rare occasions if necessary to meet in course needs; otherwise as noted, class will meet in person in our classroom. Link for zoom class: https://minnstate.zoom.us/j/94278899016 Passcode: commrocks

Land Acknowledgement: BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

You can also read more about this via the following link: https://www.bemidjistate.edu/about/land-acknowledgment/

Course Description (as per catalog):
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, cultural competency, 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 among diverse populations.

**Course Learning Outcomes** *(outcomes align with University Liberal Education Areas 2,7, &9)*

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>While each person will acquire something different from this class, some outcomes remain constant for everyone – at the end of this course, you should be able to: <strong>At the end of this course, you should be able to:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Identify and explain concepts and theories of health communication | (exams, papers, activities)  
(GA 2 C, D; 7 D; 9 B, C; traits knowledge) |
| 2. Examine personal ethics, beliefs, biases, and values and articulate how they affect our communication messages and perceptions about health care | (exams, papers, activities)  
(GA2 D; 7 C; 9 A, E; traits knowledge) |
| 3. Apply ethical communication principles to health care situations involving individuals, families, and healthcare teams | (exams, papers, activities)  
(GA7 B, D; 9 B, C; traits communication, knowledge) |
| 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 | (papers, activities, diversity/cultural ass’t)  
(GA 2 B, C, D; 7 E, F; 9 B, C, E; traits communication, knowledge) |
| 5. Apply theory and research to communication practices and challenges that impact individuals, health care teams and organizations | (exams, papers, activities, diversity/cultural ass’t)  
(GA 2 A-D, 7 B, D; 9 C; traits knowledge) |
| 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, papers, activities, diversity/cultural ass’t)  
(GA 2 A-D, 7 B-E; 9 A-C, E; trait knowledge) |
| 7. Use active listening and mindful responding when engaged in communication about healthcare issue | (activities)  
(GA 2 D; 7 C to F; 9 A to C; traits communication, knowledge) |
| 8. Analyze health issues that perpetuate and challenge stereotypes, cultural issues, policy implications, and social injustices in our communities | (papers, activities, diversity/cultural ass’t)  
(GA2 A-D; 7 B to F; 9 A to C, D; traits knowledge) |
| 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 | (papers, activities, diversity/cultural ass’t)  
(GA 2 A, B; 7 D, E; 9 B, C, E; traits communication, knowledge) |

**Required Materials:**
Textbook:

• We use the text extensively and have assignments from the text; please read assigned chapters prior to class, and have your text (and readings) handy during class.

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 also will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):

Additional APA guides:
- Purdue Online Writing Lab: APA Style https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Email/D2L/Technology/Computer/Phone Needs and Policies:
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).
• For changes, I will post information primarily through Email; I will also post some announcements in D2L. You are responsible for checking sources frequently to be informed of any notices and changes in the course.

We also will use D2L Brightspace (abbreviated as D2L throughout the syllabus). Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents. For questions regarding your computer, contact the IT department at 755-3777 or stop in their office in Deputy 161.

• Assignments will be typed and submitted to a D2L assignment dropbox folder prior to the start of class. Some assignments will also require a hard-copy due at the beginning of class, check assignment sheets and schedule for details.
• CAREFULLY check the D2L folder/dropboxes to correctly submit assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places and may impact your grade.
• Documents with unique formatting. (i.e., cover letter, resume, protocols) should be converted to a pdf before uploading to D2L to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document (after you save your document to a word or pdf) before uploading it to D2L; sometimes it does not load appropriately when the document is “open” on your screen.
• Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
• Reference your syllabus often and check any updates on the D2L version; this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in D2L calendar.

Computers/phone/devices: In class, you are expected to be attentive to others and the task at hand; if you use your computer, use it for classroom purposes only and please be courteous to others around you (e.g., loud typing, non-relevant items on your screen). Your phone/iphone is to be put away during class unless it is needed for an assignment. Using any devices for non-class-related activities will earn you a zero for the day and may count as an absence.
Course Format: Because of the presentational nature of the course, much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practice of skills, and learning from others to enhance your knowledge. Typically, I will highlight concepts from the chapter and then branch out to group application and discussion activities. To facilitate your learning, come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, completing readings and assignments prior to class, being attentive and providing supportive feedback, and engaging in classroom discussion and group activities. The below learning pyramid identifies the importance of learning and engagement.

Keeping up with work will be necessary to be successful in this class. You are responsible for reading all materials for exams and assignments, regardless of what is discussed “in class.” Some material may be added or modified so please keep up with what took place in class if you are absent. I encourage you to read and outline the chapters before coming to class and take additional notes in class. Use our classroom as “second exposure” of the material; you reading the material in advance should be “first exposure.”

Simultaneous assignments will be taking place during the semester. Use your time management skills, as each interview assignment has a process of steps. Work is due as identified in the schedule. You WILL NOT be able to make-up any missed work at the end of the semester so if you are unclear about something during the semester, please ask!

Learning Pyramid: Edgar Dale

“What we have to learn to do, we learn by doing”
(Aristotle)

My Teaching Philosophy: My background and training are in both Education and Communication Studies. I was also a first-generation student and came from a rural background where family and work ethics were important. As such, I care about what I do, and I care about you! Please see my teaching philosophy that outlines my student-centered approach to teaching.
Course Requirements and Major Assignments

The following are brief explanations of your course requirements and outcomes fulfilled with each requirement. Please refer to individual handouts with assignment details and grading criteria. Assignments (and exams) allow you to (1) demonstrate your knowledge of course content, (2) identify health communication in your lives and in our society, (3) examine how we are impacted by communication regarding health messages and health care policies, and (4) investigate specific health care contexts of persuasion resulting in recommendations for ethical persuasion in our personal and professional lives.

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%
   You will have three exams. Examinations will be a mixture of multiple choice, matching, true/false, identification, application, and short answer. Exam material will cover the text and any outside notes/readings read or discussed in class. Exams are NOT open book. Put all materials and devices/iPhone/iWatches away during exams; anyone who uses an electronic device or other materials during an exam will have the exam taken away and will earn a zero. Additional academic dishonesty repercussions may apply.
   - Outcomes assessed: 1-2-3-5-6

2. Analysis Papers: 40% (2 - each at 20%)
   **Purpose:** to experience the concepts and theories from class by examining health care issues through research, analysis, and personal reflection/practical application.

   **Paper Overview:**
   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 writing processes. Details for the papers will be provided on a separate handout; but in general, a brief description is indicated below. Hard copy and D2L submission are required.
In general, each paper will:
4. Undergo an approval process where you will be turning in a brief description of your ideas.
5. Require the appropriate use of 5 outside (in addition to our text, if you use our text) academic/scholarly research sources related to health communication/health care issues to validate and examine your topic.
6. Require critical analysis of your chosen health communication issue via your health concept/theory.
7. 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; recommendations for the organization, society, or you in general; and references. Include any relevant appendixes (including any materials surrounding your chosen artifact such as articles, editorials, ads, magazines, videos, pamphlets…)
8. 5-6 full pages (not counting references or appendixes), typed, double-spaced, 1-inch margins, 11-12 pt font, approximately 350 words per page. APA uses Times New Roman; but something similar and easy to read is acceptable.

You will be completing 2 of these papers throughout the semester - each paper will contain a specific health communication focus. No same “concept,” same “message,” or research may be used more than once. Do not use anything you have done in the past from any other class; any duplicates in papers will receive a grade of zero (see academic policies below). You have options - choose two from the following topic ideas below.

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. Professional Interview: You may interview a health professional (not related to your 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 and reflect on the topic and what your professional has told you about the topic. Check out box 1.1 in your text on page 3 for ideas.

C. 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.

D. Family Health History: Examine and research the importance of communicating health issues in the family. Discover your own 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.

E. Diversity, and Health Communication: Choose some issue related to diversity (age, gender, disability, etc.) to 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?

F. 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); your lens for analysis. Your media source is not one of your scholarly sources but still need to be cited in your references.

G. Analysis of a Health Communication Campaign: 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. 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.

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

3. Diversity/Cultural Health Communication Analysis - Group project (10%)

Purpose: to examine health communication through the lens of various diverse and/or cultural populations

Project Overview: As a group, you will select a diversity or cultural population group and examine its practices of health care and health communication. Provide more awareness for us about this population and the impact/influences on HCare and HComm. Your items/topics may vary based on whether you select a diversity population or a cultural population. Select those most appropriate to provide awareness and recommendations for health care and communication.

Logistics: You will prepare an 8-10-minute presentation (with a full content outline) on your selected topic.
- Everyone in your group should say something in the presentation.
- While your group will create something tangible to turn in, determine how you want to present your materials.
  - You may have additional ppts, other visual formats for your presentation.
- Your group will examine societal and communication behaviors
- Your group will provide recommendations for health care providers, as well as societal members in communication more effectively with diverse populations

Here are a few items/topics to consider (though you should create what you find/what works best for your population):
- Family roles in HCare/HComm
- Communication patterns and traits
- HCare practices
• Spirituality
• Health care challenges and injustices
• Health communication challenges
• Societal stigma (how society sometimes views this population that it must overcome)
• Impacts on cultural traditions (food, use of medicine, etc.) – cultural practices that may impact health care and health communication

4. Chapter Connections and Application Activities: includes chapter preparation assignments, and engaged participation (20%):

**Purpose:** to help you apply material to various types of interviews, reflect upon appropriate communication in interviews, and demonstrate active engagement in the classroom

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

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, spend time with the material; there are so many golden nuggets in the readings with great opportunity for critical thinking!

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. One assignment is listed below:

**Chapter Ass’ts:** You will be asked to apply text and personal ideas to various case studies and ethics “boxes” provided in your book. Each “box” in the chapter will ask for links to text ideas, ethical decision-making, and personal reflection.

Be fully engaged in class discussions to potentially earn full credit. If your group is done with an activity, be respectful to others and use your time wisely; put your phone and computer away and talk with each other. Practice those communication skills! See grading note below.

**Assigned outside work is to be typed (unless otherwise noted) and brought with you to class in hard copy to be turned in for a grade. Additionally, you may be asked to load assignment in D2L prior to the start of class (check assignment criteria for submission requirements).**

**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 work. **Outside assignments** do not get free days. Any 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:**
To help with expectations for activities, each outside assignment and activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

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

**Full:** The response (or participation) is complete and both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices put away; collegiality) for in-class work.

**Partial:** The response (or participation) is not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group, or topic at hand; and/or work was completed in class. Some 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 devices are more important than being in class. You must be “present” physically and participatory 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. You are frequently engaged with your devices more than the class or group. Using your devices for non-class purposes or working on another class during this class will earn you a zero for that day and may result in an absence.

**General Guidelines for All Assignments:**
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates. (see more details with academic honesty policies).

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

I love what I do and enjoy a relaxed, yet professional 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 – Yes!**
Attendance is important as we apply much of the content during class activities, interviews, and group discussion. I realize life happens and you may need to miss on occasion. You have three “free” class periods regarding in-class work. Exams, final exam period, or presentation days, as the speaker or audience member, do not count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming late, leaving early, or not engaging in class activities (e.g., working on another class in this class, continual use of electronics, not engaging in class/group discussion), may count as an absence.

Use these days wisely and save them for personal days, or non-university sanctioned activities (e.g., doctor appointments, illness, wedding, family travel, religious observations, helping a friend, unexpected work conflict, club sport activity). Don’t feel as if you need to take any free days; I would love to see you every day!

**Additional Absences:** Each absence beyond your “free” days will earn a zero for in-class work, and a 1% deduction from your final grade. The exception to this is an excused absence, which constitutes an “unexpected” instance clearly beyond the control of the student, (e.g., funeral, illness, attracting COVID-19, family medical emergencies). Excused absences must be documented with evidence; I reserve the right to determine the “excused” nature of an absence. Some events such as a vacation with your family, work, traveling for a non-sanctioned club sport, or a wedding are not an excused absence; if you know of these types of activities in advance, plan on these toward your free days.

If you choose to miss beyond three weeks of class (9 total absences, your free days are part of that 9) regardless of excused or not, you have earned the right to fail the course irrespective of your performance on assignments, presentations, or exams, as course outcomes are not fully met. If you find yourself getting too far behind, it may be best to take the course at a different time.

- Please note that interviews affect two people in class on presentation days. We do not have time to re-schedule interviews, no-show partners will receive a zero. The exception to this is with unique emergency situations where official documentation can be provided for the absence. IF you know in advance you will be gone
on “X” day for an excused absence (see documented instances below), inform me so you are not scheduled to present that day.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized documented activities (e.g., legal, military) beyond two days will be added up to account for two of your free days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., extended hospitalization, illness) will be dealt with on an individual basis; however, documentation is required for verification of each absence. Let me know as soon as possible so we can work through situations together.

**Extended leave circumstances:** If you need to be away from class from an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments due during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

**Expectations of time for in-class contact hours and out-of-class preparation**

For this type of a course, the university policy, and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.”

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum time needed to complete an assignment.

**Professional Communication/Visiting with your Professor:**

Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students). “Hey Dr. P” is fine; “Yo Donna” is not 😊

Students also 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, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me by email.

Professional written correspondence should also be followed. If you send me an email, use professional email etiquette. Indicate the course and topic in the RE: heading. Here’s an example of a professional email that you should follow:

<table>
<thead>
<tr>
<th>RE:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comm 3170 (or Health Comm Class) – case study analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hi Dr. Pawlowski (or Hi Dr. P),

I was working on the responses for the case study and was wondering if I could incorporate any outside sources in explaining the case and providing recommendations.

Thanks,

Jill Johnson

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours; perhaps longer on the weekends) for
responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours so we can have a discussion of the topic or assignment at hand. I want you to understand the material to successfully accomplish the assignments. Five minutes in person may be more fruitful than 10 emails back and forth 😊 If you are concerned about your writing more broadly, please set up an appointment with the Writing Resource Center.

**Classroom Environment of Professional and Respectful Behaviors:**

There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning,

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins. Coming to class and being on your phone until the second class begins is not getting to know your classmates.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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, stretch yourself and try to voice your ideas so we can hear your great thoughts. A nice, shared balance is a great way to learn from everyone.
- Please visit with me privately if you have concerns about the nature of the course; sharing ideas publicly in class is not an appropriate forum for class concerns.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence and dress in the classroom. Our academic classroom is a professional classroom.
- **Allergies and Being Air Aware** – often people have invisible illnesses, allergies, and sensitivities from foods or scents (i.e., cologne, perfumes, aftershave, lotions, essential oils); please be consciousness of this, as it can make others quite sick from airborne, contact, or smell of certain substances or foods. Please let me know if you have any food allergies.
- Being in class means not working on other classes during this class or being on your phone. Slip out for a few minutes and come back in if you need to take care of something.

**BOTTOM LINE - We are human.** Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

**Civility is a cornerstone of society.** We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas, lifestyles, or topics are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one’s ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic,
disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information https://www.bemidjistate.edu/offices/student-life-success/handbook/

We will be creating our own Communication Civility [Respect] Code for identifying appropriate and respectful communication behaviors during class.

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices 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 or multitask, it lowers your concentration regarding the material at hand.

Previous students (via research and in my classes) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, the class, me, or your own learning. 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, pulling up your eBook, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone.

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

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:**

The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record or take picture of class activities, discussion, or lectures without prior written or verbal permission. It is a violation of privacy, as materials contain others and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

**Learning Needs/Accessibility Services/Physical and Mental Health Needs:**

I will mix 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.
• **Accessibility Services**: I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them and will treat anything you or the Accessibility Office tell me with respect and discretion.

• **Student Health and Counseling Services**: Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/

• **The Advising Success Center** is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

**Late Work for Larger Graded Assignments**: Assignments are considered late after the start of class period they are due (regardless of D2L or hard copy submission – D2L must be posted prior to start of class). Late papers up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late (four to seven days will earn 20%); anything beyond one week/7 calendar days will not be graded and will receive a zero. *Please note this policy is only for larger assignments; chapter connections and application activities are worth 50% if they are late. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Emergencies will be dealt with on an individual basis but will require documentation.

**Missed Presentations/Interviews**: Please don’t do it! Check the syllabus for presentation due dates and plan accordingly.

- No shows for presentations, or any other reason for missing a presentation/interview without valid documentation will likely earn a zero, or at the very most, 50% of total points earned. Presentations need to be made up within one week and may/may not be able to be presented in class; your audience or interview partner may be faculty members.
- IF something unexpectedly comes up, you need to have your materials in D2L to demonstrate good faith effort of being prepared regardless of outside circumstances. Thus, a flat tire without materials loaded on the day of your assignment/interview does not necessitate earned make-up time.
- If you know you will be out of town for university activities or any other special circumstance (with valid documentation), coordinate with me in advance 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.

Please do not skip 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: Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me before the day of the exam so your exam can be taken at a date decided upon by you and me; preferably before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Exams need to be made up within one week. Emergencies will be handled on an individual basis but will require documentation.

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

Extra Credit: Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

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/Academic Honesty/Writing Helpers

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all 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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers, outlines, or presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented via APA. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Academic dishonesty often results from misunderstanding how to properly cite sources, lack of confidence in one’s own abilities, or poor time management. Luckily, these problems can be solved with adequate time to formulate your ideas and consult with me where needed. Let’s answer questions before you turn in your assignment than to deal with the unpleasant (for both of us) consequences of academic dishonesty after the fact.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/handbook/

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

Writing Resource Center: Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants
provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. Visit their website for hours! [https://www.bemidjistate.edu/services/wrc/](https://www.bemidjistate.edu/services/wrc/)
To schedule a face-to-face or online session, visit [https://bemidji.mywconline.com](https://bemidji.mywconline.com).

### Grading Procedures and Policies

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage as per the grade scale identified below.

**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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned 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.

**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>67-69.99</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. 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, & 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.

**Incompletes:** Incompletes are not granted unless extreme, documented circumstances make it impossible to finish the course.

For record keeping, 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. I will periodically update D2L.

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>% Possible</th>
<th>% Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong></td>
<td></td>
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<tr>
<td>Exam 1</td>
<td>10</td>
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<tr>
<td>Exam 2</td>
<td>10</td>
<td></td>
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<tr>
<td>Exam 3</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Analysis Papers</strong></td>
<td></td>
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<tr>
<td>Paper 1</td>
<td>20</td>
<td></td>
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<tr>
<td>Paper 2</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Diversity/Cultural Health Communication Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written and Presentation Group Materials</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Connections and Application Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various in-class activities and out-of-class written assignments; topic approvals,</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
grades; but it may not be daily – be patient!

<table>
<thead>
<tr>
<th>chapter analyses, chapter discussion questions, ethics analysis, sharing of or of your papers, etc.</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
“Living” Course Schedule – subject to change if necessary

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- 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 as assignments and in our daily discussions. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulates points) will occur. 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 fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Though not identified for all days, assume in-class activity/breakout groups for most days of class.

**Hard copy** means bring the typed assignment with you to class (at the start of class) and turn it in for a grade. **ANYTHING that states D2L** means that the assignment needs to be in D2L prior to the start of class to potentially earn full credit. Thus, any D2L materials need to be timestamped by 10:59am. Some assignments require both so check for details. Loading or turning in anything after the start of class will not earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (Includes chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday August 22</td>
<td>Course Introduction/Syllabus</td>
<td>Health Communication Assessment</td>
</tr>
<tr>
<td>Wednesday August 24</td>
<td>Discussion of chapters Chapter 1: Introduction</td>
<td>Class Introductions Check on Zoom capabilities, used on rare occasions or for zoom office hours</td>
</tr>
<tr>
<td>Friday August 26</td>
<td>Chapter 1 con’t</td>
<td>Ass’t Due: Student Data In-Class: chapter activity</td>
</tr>
<tr>
<td>Monday August 29</td>
<td>Chapter 1 con’t</td>
<td>In-Class: Box 1.6 activity</td>
</tr>
<tr>
<td>Wednesday August 31</td>
<td>Chapter 2: The Landscape for Health Communication</td>
<td>In-Class: Chapter activity on current issues</td>
</tr>
<tr>
<td>Friday September 2</td>
<td>Chapter 2 con’t</td>
<td></td>
</tr>
</tbody>
</table>

**Asst’s due should be put in D2L in the appropriate folder prior to the start of class and possibly brought with you hard copy to class to turn in for a grade – look for Hard copy/D2L notations in the schedule or on assignment sheet**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday September 5</td>
<td>No Classes – Labor Day Holiday</td>
</tr>
<tr>
<td>Wednesday September 7</td>
<td>Chapter 3: Patient-Caregiver Communication</td>
</tr>
<tr>
<td>Friday September 9</td>
<td>Chapter 3 con’t</td>
</tr>
<tr>
<td>Monday September 12</td>
<td>Chapter 3 con’t Outside notes: Planetree model</td>
</tr>
<tr>
<td>Wednesday September 14</td>
<td>Chapter 3 con’t</td>
</tr>
<tr>
<td>Friday September 16</td>
<td>Finish Ch 3 – Dr. P at state convention</td>
</tr>
<tr>
<td>Monday September 19</td>
<td>Chapter 4: Patient Perspective</td>
</tr>
</tbody>
</table>
| Wednesday September 21 | Chapter 4 con’t Questions for exam? | Finish chapters  
**In-Class:** Questions for exam? |

**Take time next few weeks to meet with me for a wellness check!**

| Friday September 23 | **Exam 1 – Covers Chapters 1-2-3-4 and any additional notes I provided in class or put on D2L** |
| Monday September 26 | Workshop Day for Finding Articles – attendance required | **Exam 1 – Covers Chapters 1-2-3-4 and any additional notes I provided in class or put on D2L** |
| Wednesday September 28 | Chapter 5: Care Provider Perspective | **In-Class:** Dr. Vergous Ted talk on physician communication |
| Friday September 30 | Chapter 5 con’t | **Ass't Due:** Article Check – D2L |
| Monday October 3 | Chapter 6: Diversity in Healthcare | **In-Class:** Identity mapping |
| Wednesday October 5 | Chapter 6 con’t | **In-Class:** Language barriers |
| Friday October 7 | Chapter 6 con’t | **In-Class:** Ted talk analysis |
| Monday | Chapter 6 con’t |


<p>| October 10 |  |
| October 12 | <strong>Wednesday</strong>&lt;br&gt;Chapter 7: Cultural Conceptions of Health and Illness&lt;br&gt;Outside chapter on multicultural therapeutic communication | In-Class: Group work with chapters |
| October 14 | <strong>Friday</strong>&lt;br&gt;Research workshop day | Research workshop day |
| October 17 | <strong>Monday</strong>&lt;br&gt;Chapter 7 con’t | Presentation of chapter concepts |
| October 19 | <strong>Wednesday</strong>&lt;br&gt;<em>Exam 2 – Covers Chapters 5-6-7 and any additional notes I provided in class or put on D2L</em>&lt;br&gt;Exam 2 – Covers Chapters 5-6-7 and any additional notes I provided in class or put on D2L |  |
| October 21 | <strong>Friday</strong>&lt;br&gt;No Classes | <em>Ass’t Due: Analysis Research Paper #1</em>&lt;br&gt;By 11:59 pm (as per request of students) |
| October 24 | <strong>Monday</strong>&lt;br&gt;Chapter 8: Social Support, Family Caregiving, and End of Life&lt;br&gt;Discussion of cultural group project this week | In-Class: Ethical Considerations Box 8.5 |
| October 26 | <strong>Wednesday</strong>&lt;br&gt;Chapter 8 con’t | <em>Ass’t Due: Topic Approval for paper 2 due</em>&lt;br&gt;In-Class: social support activity |
| October 28 | <strong>Friday</strong>&lt;br&gt;Chapter 8 con’t | <em>Ass’t Due: Advanced Care Directives – D2L</em>&lt;br&gt;In-Class: presentation of social support activity |
| October 31 | <strong>Monday</strong>&lt;br&gt;Chapter 11: Health Images in the Media |  |
| November 2 | <strong>Wednesday</strong>&lt;br&gt;Chapter 11 con’t | In-Class: analysis of mediated health messages |
| November 4 | <strong>Friday</strong>&lt;br&gt;Chapter 11 con’t | In-Class: Media HC portrayal activity |
| November 7 | <strong>Monday</strong>&lt;br&gt;Chapter 12: Public Health and Crisis Communication |  |
| November 9 | <strong>Wednesday</strong>&lt;br&gt;Chapter 12 con’t | In-Class: Analysis of health crisis |
| November 11 | <strong>Friday</strong>&lt;br&gt;No Classes – Veteran’s Day Holiday |  |
| November 14 | <strong>Monday</strong>&lt;br&gt;Chapter 13/14: Health Comm Campaigns |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday November 16</td>
<td>Chapter 13/14 con’t</td>
<td>ZOOM Class Period-synchronous – cameras ON during class</td>
</tr>
<tr>
<td>Friday November 18</td>
<td>Dr. P at National Communication Convention</td>
<td>Outside Ass’t: Study for your exam Work on group presentations – progress report</td>
</tr>
<tr>
<td>Monday November 21</td>
<td>Exam Three – Covers Chapters 8-11-12 and any additional notes I provided in class or put on D2L</td>
<td>Exam 3 – Covers Chapters 8-11-12 and any additional notes I provided in class or put on D2L</td>
</tr>
<tr>
<td>Wednesday November 23</td>
<td>No Classes – Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Friday November 25</td>
<td>No Classes – Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Monday November 28</td>
<td>Chapter 13/14 con’t</td>
<td>Ass’t Due: Analysis Research Paper #2 – hard copy and D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-Class: Analysis of campaign</td>
</tr>
<tr>
<td>Wednesday November 30</td>
<td>Chapter 13/14 con’t</td>
<td>In-Class: Analysis of campaign con’t</td>
</tr>
<tr>
<td>Friday December 2</td>
<td>Course Wrap-Up</td>
<td>Time remaining – group workshop</td>
</tr>
<tr>
<td></td>
<td>Course evals</td>
<td></td>
</tr>
<tr>
<td>Monday December 5</td>
<td>Group Presentations</td>
<td>Ass’t Due: Group presentations on cultural conceptions of health communication – put materials in d2L prior to the start of class</td>
</tr>
<tr>
<td>Wednesday December 7</td>
<td>No Classes – Reading and Review Day</td>
<td></td>
</tr>
<tr>
<td>Finals Week Thursday December 8th</td>
<td>Final timeslot: 3:30-5:30 – our classroom</td>
<td>Group presentations con’t</td>
</tr>
</tbody>
</table>
Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course Information</th>
</tr>
</thead>
</table>
| Only complete this side for a course modification | New Courses: Complete all information
Modified Courses: Complete only fields that are changing |
| Subject (i.e. SOWK) | Credits |
| COMM 3400 | 3 credits |
| Subject (i.e. SOWK) | Comm |
| Credits | Credits |
| 1 credit | 3 credits |
| 2 credits | 3 credits |
| 3 credits | 4 credits |
| 4 credits | 5 credits |
| 5 credits | Other ( ) |
| Other ( ) | Other ( ) |

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Abbreviated Title (20 characters total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Communication</td>
<td>Environmental Comm</td>
</tr>
<tr>
<td>Abbreviated Title (20 characters total)</td>
<td>No Changes</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course examines the intersections between environmental issues, communication processes, and social change. Students will explore the unique contribution that communication theory and research can bring to the study of the environment in private and public contexts such as political, legal, organizational, educational, mediated, relational, and cultural. Students will learn how to appropriately advocate for environmental change in private and public spheres. Overall, this course helps students understand how communication creates, shapes, and maintains social realities as we make sense of our decisions about how to negotiate relationships between humans and Earth. Liberal Education Goal Area 10.</td>
</tr>
<tr>
<td>No Changes</td>
<td>No Changes</td>
</tr>
<tr>
<td>Course Description</td>
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<tr>
<td>Undergrad Course Number</td>
<td>3400</td>
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<tr>
<td>--------------------------</td>
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<tr>
<td>Undergrad Prerequisites</td>
<td>none</td>
</tr>
<tr>
<td>If applicable, Graduate Course Number</td>
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</tr>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
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</tr>
<tr>
<td>□ Core Goal 1 Communication</td>
<td>□ Core Goal 1 Communication</td>
</tr>
<tr>
<td>□ Core Goal 3 Natural Science</td>
<td>□ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
<td>□ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>□ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>□ Core Goal 6 Humanities and the Arts</td>
<td>□ Core Goal 6 Humanities and the Arts</td>
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<tr>
<td>□ Core Goal 7 Human Diversity</td>
<td>□ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>□ Core Goal 8 Global Perspective</td>
<td>□ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>□ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>□ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☒ Core Goal 10 People and the Environment</td>
<td>☒ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>□ Core Goal 11 Performance &amp; Participation</td>
<td>□ Core Goal 11 Performance &amp; Participation</td>
</tr>
</tbody>
</table>

**Current Major content Area**

Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on

1. The social construction of nature, and human relationships with nature, through discourse, rhetoric, and communication practices
2. Self and connection to nature
3. Interrelationships of bio-physical and socio-cultural systems
4. Critical and cultural approaches to environmental discourse
5. Diverse environmental voices in the public sphere

**Proposed Major Content Areas**

No Changes

Questions:

Core Curriculum Contact Info:
liberaleducation@bemidjistate.edu
the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area.

| 6. Public understanding of environmental issues including public participation in environmental decision-making and expert-public-government dialogue |
| 7. Examination of communicated messages in various institutions and contexts such as educational, cultural, legal, mediated and digital, and political |
| 8. Storytelling and narrative framing of environmental communication |
| 9. Environmental justice and climate justice movements |
| 10. Science and climate communication |
| 11. Communication in environmental controversies, stakeholder dialogue, and conflict |
| 12. Communication and advocacy in environmental campaigns |
| 13. Communication in environmental advocacy, public relationships, and deliberation |
| 14. Public health and environmental risk communication |
| 15. Communication and societal change |

**Current Learning Outcomes**

Copy/Paste from the common course outline – see instructions above

1. explain significant communication theories and principles that have relevance to environmental discourse in our personal, technical, corporate, and public spheres.
2. reflect and act upon daily habits to become more conscientious about their environmental beliefs and their connection to nature.
3. identify and examine ethical principles of environmental communication as a crisis and care discipline.
4. apply rhetorical, cultural, mediated, and crisis communication lenses to environmental issues that impact ecosystems, organizations, cultures, and institutions.
5. critically analyze and assess environmental discourse and its underlying assumptions and implications for institutional structures (e.g., social, legal, political, mediated, organizational, educational, cultural) that affect

**Proposed Learning Outcomes**

Please reference Blooms Taxonomy action verbs

Start each with “Students will be able to ..”
decisions, interpretations, analyses, and evaluations made by ourselves and others. 
6. examine the interrelationships of bio-physical and socio-cultural systems and their connection to interacting with such systems. 
7. investigate diverse perspectives, ethical implications, and biases related to environmental messages from a communication perspective and identify ways to engage others in meaningful conversations. 
8. conduct a communication analysis of a particular organization to examine its environmental mission, communication messages, and make recommendations to enhance the organization’s environmental goals through effective communication strategies. 
9. create and present communication messages appropriate to audience, purpose, and context that articulate environmental solutions and actions.

<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>☒ All years</td>
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<td>☐ Odd years</td>
<td>☐ Odd years</td>
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<thead>
<tr>
<th>Proposed course cap (max class size)</th>
<th>25</th>
</tr>
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<tbody>
<tr>
<td>What qualified faculty will be available to teach this course?</td>
<td>Pawlowski, Baird</td>
</tr>
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</tbody>
</table>

**Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.**

<table>
<thead>
<tr>
<th>If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?</th>
<th>□ Yes; this course is repeatable  The maximum credits it can be taken is _________  ☒ No, this course is not repeatable</th>
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<tr>
<th>Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.)</th>
<th>☒ On-campus  □ On-campus HyFlex (on-campus and online synchronous at same time)  □ Online Asynchronous  □ Online Synchronous  □ Other, ____________________________</th>
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<tr>
<th>What is the primary delivery method for this course?</th>
<th>☒ On-campus  □ On-campus HyFlex (on-campus and online synchronous at same time)  □ Online Asynchronous  □ Online Synchronous  □ Other, ____________________________</th>
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<tr>
<th>Are there additional library or other resources needed that will need to be provided for this course not already available?</th>
<th>□ No, No additional resources are needed for this course  □ Yes, Additional resources are needed. Please indicate resources below:  1. .</th>
</tr>
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<tr>
<th>What special property or service fee(s) would be charged to students taking this course? These charges would be for  1. Items retained by the student and have an educational or personal value beyond the classroom  2. Services on the student’s behalf (see MinnState Board Policy 5.11)</th>
<th>□ No special property or fee(s)  □ Yes, there are special property or fee(s) requested  Amount per student: $ ___________________________  Will be used for: ___________________________</th>
</tr>
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<tr>
<th>May this modified course replace the current course for students that remain in an old catalog</th>
<th>☒ Yes  □ No .... STOP; Instead drop the current course &amp; submit a new course form.</th>
</tr>
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<tr>
<th>Do these modifications change any of the following?  To review the common course outline for a course</th>
<th>□ Yes, <strong>Major Content Areas</strong> will be updated. The updates are indicated below.  ☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to the catalog</td>
<td>□ Yes, <strong>Student Learning Outcomes</strong> will be updated &amp; updates are below.</td>
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<tr>
<td>----------------------</td>
<td>___________________________________________________________________________</td>
</tr>
<tr>
<td>2. <strong>Select Area of Study</strong></td>
<td></td>
</tr>
<tr>
<td>3. Select course link for that subject in the bottom left</td>
<td></td>
</tr>
<tr>
<td>4. Select the course from list on the left side of the page</td>
<td></td>
</tr>
<tr>
<td>5. Click the “Common Course Outline” link at the end of the course description</td>
<td></td>
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</table>

For any YES answers, please provide updated information at the end of this document.

<table>
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<tr>
<th><strong>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</strong></th>
<th>□ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program</th>
<th>☑ Yes, I have checked, and this course is in the following program(s).</th>
</tr>
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<tbody>
<tr>
<td>To locate if this course is in any program, search the online catalog, as follows:</td>
<td></td>
<td>1. Environmental Communication</td>
</tr>
<tr>
<td>1. Go to the catalog</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>2. On the top right, above Table of Contents, click “PDF of Entire Catalog”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100)</td>
<td></td>
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<tr>
<th><strong>If yes, to previous question</strong></th>
<th>☑ Yes, the department chair(s) have been notified of this course modification from their program(s)</th>
<th>☑ Notification was done by email. Their response is copy/pasted below.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Notification was completed by phone on the following date.</td>
</tr>
<tr>
<td></td>
<td>Date: _________________________</td>
<td>Date: _________________________</td>
</tr>
<tr>
<td></td>
<td>Who: _________________________</td>
<td>Who: _________________________</td>
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</table>

Indicate each person who a notification was sent to:
Virgil Bakken on 9/18; replied on 9/20

**Attach a sample syllabus for the course below**
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 10: PEOPLE OF THE ENVIRONMENT*

This form should be completed for the following circumstances:
- For a new course proposed for the Core Curriculum
- 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: Environmental Communication
Prefix and number: COMM 3400
Credits: 3
Course description:
This course examines the intersections between environmental issues, communication processes, and social change. Students will explore the unique contribution that communication theory and research can bring to the study of the environment in private and public contexts such as political, legal, organizational, educational, mediated, relational, and cultural. Students will learn how to appropriately advocate for environmental change in private and public spheres. Overall, this course helps students understand how communication creates, shapes, and maintains social realities as we make sense of our decisions about how to negotiate relationships between humans and Earth.
Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites. No Reasons for creating this course:
We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.
How often will this course be offered? Every Fall Semester
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

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

Goal Area 10: People and the Environment
- Students need to take one course and earn three or more credits.

The overall purpose of this goal area is to improve students' understanding of today's complex environmental challenges. Students will examine the interconnectedness of human society and the natural environment. To develop knowledge of both bio-physical principles and socio-cultural systems as the foundation for integrative and critical thinking about environmental issues.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area, courses must provide for four of the six listed competency (Core Curriculum learning outcomes) categories, A-F. Please checkmark the Goal Area 10 competency categories/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. communicate the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
__X__B. discern patterns and relationships of bio-physical and socio-cultural systems using critical and creative reasoning.

__X__C. communicate how systems and institutions (e.g. social, legal, political, economic, religious, etc.) evolve to deal with environmental and natural resource challenges.

__X__D. balance critical evaluation with empathy regarding environmental and natural resource challenges.

__X__E. create and propose pathways for environmental sustainability.

__X__F. Students will be able to develop action plans for various environmental issues.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

__X__ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

__X__ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

__X__ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

---

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

___X___ Adaptability

___X___ Communication

___ Creativity

_____ Empathy

_____ Knowledge (content; pursuit of; life-long learning)

_____ Reasoning

**In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:**

This course examines the intersections between environmental issues, communication processes, and social change. Students will explore the unique contribution that communication theory and research can bring to the study of the environment in private and public contexts. Students will learn how to apply theory and research to environmental issues in the local community and appropriately advocate for environmental change.
(communication and adaptability). Students will examine their own behaviors and conduct a pre-and post-analysis of environmental behaviors (adaptability).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

Communication: Students will be using their communication skills (cognitive, behavioral) to analyze and promote effective communication messages as related to environmental issues; they also will be presenting their work to the class and/or an organization relevant to their projects (behavioral).

Adaptability: Students will conduct a pre-and post-assessment of their perceptions about environmental issues and their communication behavior toward the environment (affective). Students will also be examining the ways in which communication messages impact individuals, discerning the most appropriate way to communicate to a target audience (behavioral, cognitive).

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of reflective application writing, and assignments and/or quantitative rubric summaries of pre-post assessment, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

__X____ Course Syllabus, which includes:
___X___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
___X___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
___X___ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
_______ May include additional outcomes that do not map to the Core Curriculum (optional)
___X___ Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):
Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.
Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.

**COMM 3400: Environmental Communication**

**T/TH xxx  Room: HS xx**

**Fall Semester XXXX**

**Policy Sheet and Syllabus – Bemidji State University**

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

**Instructor:** Dr. Donna Pawlowski, Ph.D., Department Chair and Professor of Communication Studies  
**Office:** Sattgast 215E  
**E-mail:** donna.pawlowski@bemidjistate.edu

**Liberal Education Categories/Prerequisites:** This 3-credit course counts toward liberal education goal areas10 (and 2). No prerequisites.

**Student Office Hours:** I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I'm available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

**In-Person Office hours:** Monday 2-3; Tuesday 9am-12noon; Wednesday 8-9:30; Friday 8-9:30. I am also open to meeting in other locations outside my office hours as well; Hobson Memorial Union, ecoGrounds, etc.

**ZOOM office hours:** While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Contact me if/when you want any zoom office hours. Link for office hours (when applicable):  
[https://minnstate.zoom.us/j/93440028867](https://minnstate.zoom.us/j/93440028867)  
Passcode: commrocks

**ZOOM Link for class periods:** zoom class will take place on rare occasions if necessary to meet in course needs; otherwise as noted, class will meet in person in our classroom. Link for zoom class:  
[https://minnstate.zoom.us/j/94278899016](https://minnstate.zoom.us/j/94278899016)  
Passcode: commrocks

**Land Acknowledgement:** BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

You can also read more about this via the following link: [https://www.bemidjistate.edu/about/land-acknowledgment/](https://www.bemidjistate.edu/about/land-acknowledgment/)

**Required Materials:**

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

**Supplemental Materials:**
You also will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):

Additional APA guides:
- Purdue Online Writing Lab: APA Style
  [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Email/D2L/Technology Needs:**
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).

- For quick questions or changes, posting of information will primarily be done via Email; I will also post some announcements in D2L.

We also will use **D2L Brightspace** (abbreviated as D2L throughout the syllabus). Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents.

- Assignments will be typed and submitted to a D2L assignment dropbox folder. Some papers will also require a hard-copy due at the beginning of class; check assignments sheets for details.
- **CAREFULLY** check the D2L folder/dropbox appropriate for various assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places, and may impact your grade if I can’t find something.
- Any assignments longer than two pages should be converted to a pdf before uploading to D2L in order to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document (after you save your document to a word or pdf) before uploading it to D2L; sometimes it does not load appropriately when the document is open on your screen.
- Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
- Reference your D2L syllabus often; this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in D2L calendar.

**Course Description**
This course examines the intersections between environmental issues, communication processes, and social change. Students will explore the unique contribution that communication theory and research can bring to the study of the environment in private and public contexts such as political, legal, organizational, educational, mediated, relational, and cultural. Students will learn how to appropriately advocate for environmental change in private and public spheres. Overall, this course helps students understand how communication creates, shapes, and maintains social realities as we make sense of our decisions about how to negotiate relationships between humans and Earth. Liberal Education Goal Area 10

**Course Learning Objectives**
While each person will acquire something different from this class, some objectives remain constant for everyone – at the end of the semester you will be able to:

1. Explain significant communication theories and principles that have relevance to environmental discourse in our personal, technical, corporate, and public spheres.
2. Reflect and act upon daily habits to become more conscientious about their environmental beliefs and their connection to nature.
   - (application papers, chapter connections)
   - (GA 2 D; 10 D, E; trait adaptability)

3. Identify and examine ethical principles of environmental communication as a crisis and care discipline.
   - (exams, application papers, project chapter connections)
   - (GA 2 D; trait communication)

4. Apply rhetorical, cultural, mediated, and crisis communication lenses to environmental issues that impact ecosystems, organizations, cultures, and institutions.
   - (exams, application papers, project, chapter connections)
   - (GA 2 A to D; 10 C, D; trait communication)

5. Critically analyze and assess environmental discourse and its underlying assumptions and implications for institutional structures (e.g., social, legal, political, mediated, organizational, educational, cultural) that affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
   - (exams, application papers, project, chapter connections)
   - (GA 2 C, D; 10 C, D; traits communication, adaptability)

6. Examine the interrelationships of bio-physical and socio-cultural systems and their connection to interacting with such systems.
   - (exams, project, chapter connections)
   - (GA 2 D; 10 B)

7. Investigate diverse perspectives, ethical implications, and biases related to environmental messages from a communication perspective and identify ways to engage others in meaningful conversations.
   - (exams, application papers, project, chapter connections)
   - (GA 2 A to D; 10 C to E; traits communication, adaptability)

8. Conduct a communication analysis of a particular organization to examine its environmental mission, communication messages, and make recommendations to enhance the organization’s environmental goals through effective communication strategies.
   - (application papers, project)
   - (GA 2 A to D; 10 B to F; traits communication, adaptability)

9. Create and present communication messages appropriate to audience, purpose, and context that articulate environmental solutions and actions.
   - (application papers, project)
   - (GA 2 D; 10 E, F; traits communication, adaptability)
**Course Format:** Much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practicing of skills, and learning from others to enhance your knowledge (see below diagram). 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 feedback; reading materials and completing assignments prior to class; and engaging in classroom discussion and group activities.

I will highlight some content, but not cover everything “in class” that may be on quizzes or exams. I encourage you to read the chapters, look over ppts, review course videos (if applicable), and/or outline the chapters on your own before coming to class; and to take additional notes in class. 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, participate in class, and apply content to your assignments. Some material may be added or modified – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

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**Learning Pyramid: Edgar Dale**

- - Passive
- - Retention Rate
++ Active

Lecture
Reading
Audio Visual
Demonstration
Discussion Group
Practice by Doing
Teach Others

“What we have to learn to do, we learn by doing”
(Aristotle)

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**My Teaching Philosophy:**
Environmental Communication (in brief):
In order to examine communication regarding environmental issues; it is important to have a brief explanation of what is environmental communication. Environmental Communication (EnvCom) is the planned and strategic use of communication processes and media products to support effective policy making, public participation and project implementation geared toward environmental sustainability. EnvCom is the missing link between the subject matter of environmental issues and the related socio-political processes of policy making and public participation... It bridges science/technical know-how and action-oriented behavior change.

Awareness is only part of the solution.
The lessons learned teach us that if you ask people to change their practices – (e.g., by recycling household waste or saving water) – instructive information and raising awareness is not enough.

The diffusion of an innovation requires:
• basic information about the new idea and how others use it,
• the innovation to be applied to personal values and life style,
• preliminary attempts to practice the innovation and evaluate its usefulness and impact, and
• acceptance and commitment to the actual change in practice.

Definitions and explanations adapted from the following sources: (these can also be used to examine and create strategic environmental communication plans) [http://www.oecd.org/environment/environment-development/2447061.pdf](http://www.oecd.org/environment/environment-development/2447061.pdf)  [http://www.cbd.int/cepa/toolkit/2008/doc/Strategic%20Communication%20for%20Sustainable%20development.pdf](http://www.cbd.int/cepa/toolkit/2008/doc/Strategic%20Communication%20for%20Sustainable%20development.pdf)
1. Examinations: 30%

There will be three exams over the course of the term. Examinations will be a mixture of objective, 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 the exam taken away and will earn a zero. Any hint of cheating related to exams will receive, at a minimum, an automatic zero and potentially a failing grade for the course. As exams are unit exams, all students will take all exams.

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

2. Critical Communication Application Papers: 20%

Purpose: to examine environmental issues and artifacts through the lens of communication concepts and theory

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

Throughout the semester, you will write 2 critical application papers (10% each) that allow you to investigate various environmental issues through a communication lens. You will have options for what you want to investigate. All papers require links to text/readings/research and will be 3-4 double-spaced pages in length (1000-1200 words). You will be sharing your application papers to the class in small groups. At the end of each paper, you will provide a brief personal reflection about the topic and what you learned from conducting your critical application.

Critical application is more than just description of an example of communication. It involves the application of different concepts to a particular artifact (a tangible example) to increase our understanding and appreciation of the communication surrounding particular topics. It involves making judgments about the choices people and organizations make in constructing their messages. Some papers require more experiential learning and observation of organizations, and others reflect analysis of tangible existing artifacts. If you select any organization, it cannot be the same one used for your final project.

You will select two from the following regarding your application papers (more details will be on the assignment and grade sheet):

- Write a review/analysis of an environmental book (a non-textbook). Review the choices and strategies of the author(s), including stylistic elements, argument strategies, thoroughness, audience analysis, and overall messaging.
- Apply a communication theory to an environmental campaign or organization. Identify and explain the communication theory, and then apply it to an environmental persuasive campaign or an environmental organization.
- Attend a community, state or federal official meeting (board, commission, legislature, court, etc.) that is addressing an environmental issue. Examine how the issue is treated, how the public/expert relationships play out, what kind of role language plays, how any conflict is managed, and how the media are involved (among many possible variables). Reflect on your perceptions of the process before and after you attended the meeting.
- Using ethnomethodology (observation and interviewing), observe an environmental organization for an ample period of time on two or more different days. Briefly interview at least one or two individuals in the organization. How important is communication in achieving the organization’s goals? What conclusions can you draw about the observed behaviors and patterns and the overall effectiveness of the organization?
- Conduct a thorough environmental assessment of your workplace. Identify possible actions that could be taken, and construct an environmental communication strategy for encouraging behavior change.
- Review and compare the communication messages of two environmental organization homepages through a rhetorical communication construct.
- Pick an environmental organization, volunteer and serve the organization for at least 5 hours of contact time. You must keep a journal of your time spent with the organization, and should reflect on the communication problems/strategies/environment of the organization. Turn in the journal with your paper.
- Keep a journal over a two-three-week period detailing your own personal impact on the environment. Include energy used, waste, consumer purchases, etc. Explore how much effort you take to lighten your impact (recycling, conservation, etc.). Identify 2-3 actions that you could take that would have a significant effect on your PEI (Personal Environmental Impact). Turn in the journal with your paper.

3. Environmental Communication Analysis Project (and poster session presentation) – 35%

Purpose: to analyze environmental communication about a particular organization and/or environmental issue. You will be creating some communication artifact, and communication strategies for your organization and/or issue.

- Outcomes assessed: 1-2-3-4-5-6-7-8-9
Overview: You will analyze the environmental messages related to a specific organization(s) as they pertain to a particular environmental issue that is disseminated to the public through various communication messages and organizational outlets. The end goal is to provide a communication artifact with some recommendations as to how the organization(s) could more effectively promote ethical and appropriate communicated environmental messages. In other words, if you were an advocate for this environmental issue (or organization), what would you want others to know and do?

This project will be done with one or two other classmates. I will individually visit with you about your projects so we can generate together something manageable for you for the semester.

Project Specifics:
Each group will pick an environmental issue, work with an organization related to this issue, examine the communication in a broader scope associated with the issue, and create some communication output/artifact related to the issue.

The project will be in five main phases that will demonstrate your analysis throughout the semester.

1. Understanding of organization and identification of environmental issue (10%)
2. Analysis of current communication related to the organization and issue (8%)
3. Identified rationale and creation of communication artifact for intended audience – may be based on various strategies: (8%)
   a. Is your goal to generate awareness/dissemination of knowledge about the topic (cognitive- change the way people think about the topic)?
   b. Create interest and emotion toward the topic (affective – get people to feel a certain way about the topic)?
   c. Create behavioral change and assessment of change (motivational/behavioral – get people to DO something about the topic)?
4. Individual reflection (3%)
5. Poster presentation about the project (6%)

Your end goal may combine strategies and will likely determine how you will create your communication artifact.

Sources: For any sources use 7th edition APA for citing sources. Sources should be cited for all websites, research articles, mediated sites you consult and use in your project. See project details for “how to cite sources.”

Before you begin your project you need to submit a topic approval.

**Topic Approval:**
You will submit a topic approval, which should indicate as specifically as possible what you want to do with your topic. It is important to find a good topic to provide the best utilization of your time and energy. Identify the issue and organization where you would like to investigate for your environmental communication analysis. Why are you interested in this issue? What do you know about this issue/place already? What communication elements do you want to examine? Provide any specifics of what you are thinking about right now for your project. Don’t take on a large project that encompasses everything about your topic (e.g., global water waste); select a sub-topic (e.g., water conservation in our homes, or water conservation in our local lakes) that will be manageable for the time and energy required for the project.

Each group will select a different topic; so, have more than one idea you are thinking about for a topic, as you may need a back-up plan. It should also be something different than what you are doing in another class (if you have other environmental science-related courses). Broaden your horizon and take on a new topic. It also cannot be related to an organizational place of your employment or BSU.

**Phase 1 – Organizational/Issue analysis**

You will examine an organization, its current communication messages, and the environmental issue. Think about and somehow incorporate the following questions:

1. What is the environmental issue in which you are most interested that you want to examine? (This should be at least ½ of your paper)
   a. How does this link to the textbook/class materials?
   b. What is/are the environmental bio-physical and bio-cultural impact(s) related to your issue?
   c. What are the critical concerns?
   d. What’s being done about the issue?
   e. What research supports claims about the environmental issue?
2. With what organization you are working to examine this issue?
a. We picked this organization because…

3. What is the goal and/or mission of the organization?

4. Who would you consider to be the main targeted audience for this organization? Explain.

5. What messages does this organization have that represent its targeted audience?
   a. What venues?
   b. What are the messages?
   c. How effective do you think the messages are in promoting the mission?
   d. If you were to provide suggestions to the organization in improving their communication messages, what would you tell them?

6. What problems (environmental or otherwise) does this organization face? It may be funding – staffing; think of the env ones; and any other issues that also affect the org.

**The bulk of phase I, and the sources, will be with the issue itself. It is important to understand the environmental issue to analyze the communication surrounding the issue.**

**Logistics:**
- Turn in one copy for the group
- Put in D2L and bring hard copy to class
- Four pages single-spaced – or 8 double-spaced (you can be longer) – approximately 1500-1800 words
- 6 outside sources required that explain the environmental issue
- Your paper should reflect heading and sub-heading that represent the questions at hand. Label introduction, sub-sections, and conclusion to your paper.
- These don’t need to be answered question by question – but enough to cover the areas. Thus 2-3 of them may be answered in one paragraph…

Grading will be based upon completion of criteria and depth of responses.

**Phase 2 – Analysis of Existing Communication Messages and Your Audience**

Now that you have examined the organization in general, examine the communication messages surrounding your organization/issue. You should find at least 8-10 different communication/media sources that discuss your issue. You may want to think about billboards – blogs – letters to editor – newspaper articles – reports – bumper stickers… to try to find the standard messages but also try to find other creative outlets related to your topic. If you want to interview a professional related to this, you may do that for one of your sources. Remember though if you interview someone from your organization, it may relate more to phase one than phase two; so be creative with whom you interview for this phase.

Examine/analyze the messages and find some creative way to present your findings to demonstrate what you learned from the analysis. Think about the following questions as a guide:

1. General Analysis of messages through some visual representation (can be done in a variety of ways – pick what makes best sense for you – see grid below for an example):
   - Origin of message – what is the media outlet regarding your message? How does it reach the audience?
   - Types of messages identified: verbal, visual, angle, words, … in other words, how is the message being portrayed – what are the elements of the message? What is a brief synopsis of message overall?
   - What environmental communication messages are being sent (and to whom) with your example? What is this saying? What is the view of the message?
   - Discuss the effectiveness of the message. What is the impact or what are the effects of this communication? What worked well – what would you have perhaps changed?

   If the LINK or the message is available to be included, provide a copy of it with your messages to help with context of your comments.

Perhaps you want to set up question #1 in a grid and separate out the messages for a quick snapshot – if you do this – it is best to make this grid in “landscape view” to save space:

<table>
<thead>
<tr>
<th>Origin of message – what is the media outlet regarding your message? (i.e., the source of the message)</th>
<th>Type of messages identified: verbal, visual, angle, words, … in other words, how is the message being portrayed?</th>
<th>What environmental communication messages are being sent (and to whom) with your example?</th>
<th>Discuss the effectiveness of the message. What is the impact or what are the effects of this communication? What worked well?</th>
</tr>
</thead>
</table>
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**message** How does it reach the audience? portrayed – what are the elements of the message? What is a brief synopsis of message overall? Audience? What is this saying? What is the view of the message? – what would you have perhaps changed?

| **add necessary rows for your messages** |

2. Overall conclusions/implications of the messages – this should be in some written form:
   - What are your overall thoughts regarding the messages and how do they help you to understand your issue?
   - What themes seem consistent? What is the general feel regarding these messages? For… against… stand back and say “so what does this mean… and now what should we do?…

3. After analyzing what is currently available about your topic, now think of what you want to do with your audience and how you can help promote this issue (for your organization and its audience, or a different audience) – also in written form:
   - Who do you want to be your target audience?
     a. What do you already know about your audience?
     b. Why did you pick this audience?
     c. What do you need to know about your audience in order to accomplish your end goal?
   - What is your goal with your intended audience?
     a. Awareness/Knowledge construction
     b. Behavioral change

Logistics (for #’s 2 & 3):
- Turn in one assignment for the group – it should contain a visual representation for #1, and then some written thoughts for #2 and 3.
- Put in D2L and bring hard copy to class
- Depending upon how you present your findings, length will vary. Provide enough materials to demonstrate you did an analysis and learned something from your communication messages… I would say for questions 2 & 3, one page single-spaced should be sufficient (500-600 words).
- Again, these don’t need to be answered question by question – but enough to cover the areas. Thus 2-3 of them may be answered in one paragraph.

**Phase 3: Creating of Message and Self-Analysis**

After you have examined the organization, the environmental issues, and the messages, what can your contribution be related to this environmental issue? You may have ideas in partnership with your organization – working with them to create something (or something you create on your own); you may want to get the word out about this issue to xyz audience; you may want actual behavioral changes (and perhaps see if changes are being made); which will include a little different strategy. Regardless of what you chose, it should help promote/support the environmental issue and your organization.

End product is to create an environmental communication message appropriate for the target audience. Be creative, you may want to create a public service announcement (PSA), mediated message, billboard, pamphlet, newsletter, book mark, door knob hanger, advertisement, video, or commercial, etc. Your group will consult with me regarding specifics and appropriateness of project and communication message throughout the process. You cannot use something that has already been created for this particular environmental issue or already available through an organization; your group should come up with an original artifact based on your research and targeted audience.

You will need to decide your message, audience, and method of transmission of this message. You will create the artifact and explanation for it (in written form with the below questions).
Provide me with information demonstrating your thought process and what you created – I will give a little free reign with this as they will all be different. In general, though, you should include some basics:

- a. What did you choose? Why?
- b. Who was your target audience – same or did it end up being different from what you put in phase two?
- c. How did you produce your message – methods – tools…?
- d. How would you disseminate your message? (i.e., What would you do with it? Where would you put it? How is it being used?)
- e. What did you have to “think about” when creating your message?
- f. How do you think this message helps your organization/the environmental cause?
- g. What did you want to accomplish with your message? How well do you think this was accomplished? This may be different depending upon whether it was awareness or behavioral as your goal.
- h. How could you follow-up to know whether your message made a difference? Some of you may already be doing this if you are more action-based.

In other words... Walk me through your process and how you created your message.

1. Provide me with an original/or copy of your message
   a. If you were general public, what would you think of your message? Explain.

Group Logistics:
- ➢ 1-1 ½ page single-spaced or some outline format… to explain the final product. Provide enough to respond to the questions…
- ➢ Again, these don’t need to be answered question by question – but enough to cover the areas.

Phase 4: Personal Self-Assessment (due the same day as poster presentations)

Personal reflection/assessment of project (these are to be individually written – one page single-spaced should be fine) Reflections should be your own personal thoughts (your own emotional, sensory, and cognitive observations and interpretations of the project).

- a. What did you learn from completing the overall project?
- b. What did you learn about the environmental issue and the organization?
- c. What did you learn about the importance of communication messages as they relate to environmental issues?
- d. What did you learn about yourself?
- e. What behaviors will you think about in the future related to this organization/issue?
- f. If you were to start this assignment over, what would you do differently? Why?

Reflection on group work (please add the following):
- g. What was it like working in a team? Explain what you learned from the working with someone else on the project?
- h. Did everyone do his/her/their fair share? Explain.
- i. Assessing each member members (including yourself): If you were to rate your members in your group related to completion of task – working together – being a “team player” and overall group member (using 1 as not so great and 5 being super team member), what would your ranking be for each member and why?

Logistics for self-assessment:
- ➢ One pageish single-spaced should be fine
- ➢ These are your personal thoughts so feel free to write what you want… but try to get at least one page 😊

Phase 5: Poster Presentation

Presentations take place at end of semester, and during finals timeslot – plan accordingly.

Based on your findings, you will make a poster to present to the class. Your poster can have pictures and information, but should strive to represent some aspect of your examination visually. Graphs and charts could be useful, for example. People will walk around to hear presenters discuss their project. Prepare a 3-4-minute synopsis of your project so you can explain it to the new groups who come and view/visit your poster.
You will want to know your project well to respond to questions from your audience. Part of a poster presentation is to briefly share your project, as well as be able to respond to questions.

Based on the number of projects and groups, we may split the days of poster presentations to allow time for presentations, and to have audience members look at posters; thus, one day you will be presenting and the other day you will be visiting the posters. As audience members, you should be asking at least one question for each group you visit.

**Department members and other BSU folks may be invited to the poster sessions.**

These would be great projects to keep in mind for the Student Achievement Day Conference.

**Presentation/Presentation Materials** – any presentation visual aids will be loaded in D2L prior to your presentation (take a picture of your poster prior to and submit to D2L, turn in poster after the presentations); any notes used during presentation will be turned in after your presentation.

<table>
<thead>
<tr>
<th>4. Chapter Connections and Assignments: Activities/Application/Preparation (15%):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong> to help you apply material in your daily lives, and reflect upon communication about environmental issues</td>
</tr>
<tr>
<td>• Outcomes assessed: 1-2-3-4-5-6-7</td>
</tr>
</tbody>
</table>

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, but spend time with you material. So many golden nuggets in the readings with opportunity for critical thinking!

Outside and in-class daily assignments will parallel chapters/readings in order to help you make these connections with and understand the material. Outside assignments (e.g., chapter reflections, chapter discussion questions asking you to reflect upon the readings, topic approvals, case studies, self-assessments, etc.) will help you prepare for class and find relevance of the course content to your personal and professional lives. In-class activities (e.g., group application activities, chapter discussions and sharing of your outside assignments, brainstorming sessions) will help you apply materials, share ideas, and learn from others. Activities are graded and cumulatively worth 15%.

**Assigned activities are to be typed (unless otherwise noted) and loaded in D2L prior to the start time of class. Have physical access to your assignment in order to engage in class discussion and potentially earn full credit. Feel free to bring a hard copy to class for your reference. If you want comments back in hard copy, then submit your hard copy for a grade.**

**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 work. Outside assignments do not get free days. Any 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:**
To help with expectations for activities, each activity will be graded based on earned credit/effort using the following general scale (i.e., assignments will vary by points, but follow these general guidelines):

**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 upon 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. Demonstrates respectful behavior (devices put away; collegiality) for in-class work.

**Partial:** The response (or participation) is partially complete to 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.
General Guidelines for All Assignments:
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class!

For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates. (see more details with academic honesty policies).

Course Expectations/Policies/Guidelines for Success

I love what I do and enjoy a relaxed, yet professional 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 – Yes!
Attendance is important as we apply much of the content during class activities and group discussion. I realize life happens and you may need to miss on occasion. You have two “free” class periods/one week regarding in-class work. Please note that any in-class exams or any presentation days (as the speaker or audience member) cannot count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming in late or leaving early will count as one of your free days.

Two Free Coupons Choose Wisely

Use these days wisely and save them for personal days or non-university sanctioned activities (e.g., doctor appointments, illness, funeral, family wedding, family travel, helping a friend, unexpected work conflict, personal wellness day, club sport activity). Don’t feel as if you have to take any free days because I would love to see you every day!

Additional Absences: For every absence beyond your free days up to three weeks, you will earn a zero for in-class points and a .1/2 point % reduction in your course grade. If you choose to miss 25% of class (7 total absences), you have earned the right to fail the course regardless of your performance on assignments, presentations, or exams, as course outcomes are not fully met.

Documented authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized activities (e.g., legal, military) beyond two will be added up to account for one of your days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/student-life-success/extended-absence/

Extreme emergencies (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences. Let me know as soon as possible so we can work through situations together.

Extended leave circumstances: If you need to be away from class from an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Expectations of time for in-class contact hours and out-of-class preparation:
For lecture-based courses, the university policy and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”
Your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum hours per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum to complete an assignment.

Read materials before coming to class to demonstrate your preparedness and willingness to participate in discussion.

**Professional Communication/Visiting with your Professor:**

Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students).

Students also 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 by email.

If you do send me an email, please practice professional email etiquette. Indicate the course and topic in the RE: heading. Here’s an example of a professional email:

```
RE: Comm 3400 (or Env Comm Class) – project topic change

Hi Dr. Pawlowski (or Hi Dr. P),

I know I submitted a topic approval for my paper, but I was thinking of changing the organization I want to research. I originally had ReStore Habitat for Humanity, but I would like to switch to GreenStep City. Would this switch be okay?

Thanks,
Jill Johnson
```

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours 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. Five minutes in person may be more fruitful than 10 emails back and forth 😊

**Classroom Environment of Professional and Respectful Behaviors:**

There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning,

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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 so we can hear your great thoughts. A nice shared balance is a great way to learn from everyone.
- Please visit with me privately if you have concerns about the nature of the course.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence in the classroom. Our academic classroom is a professional classroom.
- Being in class means not working on other classes during this class, or being on your phone. Slip out and come back in if you need to take care of something for a few minutes.
**BOTTOM LINE - We are human.** Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 🌻

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 nonverbs toward your classmates or your instructor in the classroom. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information [https://www.bemidjistate.edu/offices/student-life-success/handbook](https://www.bemidjistate.edu/offices/student-life-success/handbook/).

We will be creating our own Communication Civility Code for identifying appropriate and respectful communication behaviors during class.

**Electronic Respectful Behaviors:**
To create cooperative learning, turn off and/or silence electronics (including iwatches) and put away devices that are not being used for course purposes. Close all apps and tabs not being used for our class. If you text or play on your phone/computer in class, most of us will notice! By engaging in non-academic technology 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 or 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 learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. I will respect your time and not use my phone to make a personal call/text during class (unless in some emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺ Feel free to share with me if others’ online behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers for academic purposes for this class (i.e., zoom, pulling up assignment from D2L, pulling up your eBook, looking up information related to a group activity). 2. An emergency that requires you step away from class. In such cases, leave the “room” for a few minutes to take care of that emergency, or let me know in advance that you need to possibly step away from class.

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

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:**
In our current environment, use of electronics is connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record class activities, discussion, or lectures without written permission. It is a violation of privacy, as materials contain others’ and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.
However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

Learning Needs/Accessibility Services/Physical and Mental Health Needs:
I will mix 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.
- **Accessibility Services:** I try to build a class that is easily accessible for all students, but I realize that this remote format creates new challenges. I would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: [https://www.bemidjistate.edu/services/accessibility/](https://www.bemidjistate.edu/services/accessibility/). I am always happy to work with them, and will treat anything you or the Accessibility Office tell me with respect and discretion.

- **Student Health and Counseling Services:** Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: [http://www.bemidjistate.edu/students/services/health_counseling/](http://www.bemidjistate.edu/students/services/health_counseling/)

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

I encourage you to take advantage of any of the above resources if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

Late Work: Except for daily work (which is 50% after the start of class), late work on main graded papers (after the start of class or due date) up to one week, will receive 20% each day it is late. Anything beyond one week will receive a zero. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Remember 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! You will present your project at the end of semester and during finals. On occasion, you will be sharing projects and reports with the class. No shows for presentations, or any other reason for missing a presentation without valid documentation will likely earn a zero, or at the very most, 50% of total points earned.
- If you know you will be out of town for university activities or any other special circumstance (with valid documentation), coordinate with me in advance for which days you need for speaking. Saying “we are leaving today,” will not likely constitute full earned potential of a make-up presentation.

Please do not skip any 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:
Exams are to be completed on the assigned dates and times. They are done over zoom – you will link to the exams on D2L. If there are concerns about exam days due to university-related/specialized activities, 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. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.
Incompletes: Not granted unless extreme, documented circumstances make it impossible to finish the course.

Extra Credit: Not an option, unless there is opportunity for everyone in the class to potential complete any extra work. Individual extra credit is never granted.

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/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. Unethical behavior/plagiarism of any sort is a serious matter; document source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following is a general description 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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers/presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/handbook/

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

Writing Resource Center:

The Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more.

https://www.bemidjistate.edu/services/wrc/for-students/online-tutoring/

Writing Resource Center
AC Clark Library - room 326
Phone: (218) 755-3919

Grading Procedures and Policies

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Out of fairness to everyone, these are strictly followed as per the grade scale identified below. Thus, if you are at an 86.5, your earned grade will be a B.

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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned final grade reflects the quality of work submitted during the semester at the time in which it was
due and the accumulated end 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.

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>67-69.99</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. 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, & 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.

Incompletes: Incompletes are not granted unless extreme, documented circumstances make it impossible to finish the course.

For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!

<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></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>Critical Communication Application Papers - 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Environmental Communication Analysis Project - 35%</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Phase 1 – 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2 – 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3 – 8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 4 – 3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 5 - Poster and Presentation – 6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Connections and Assignments: Activities/Application/Preparation - 15%</td>
<td>Various in-class activities (preparation and participation) and out-of-class written assignments; topic approval, chapter reflections, discussion questions, field trip reflections, etc.</td>
<td>15</td>
</tr>
<tr>
<td>OVERALL Total Percentage</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
"Living" Course Schedule – subject to change if necessary

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises and discussion questions; you will be asked to complete some as out-of-class assignments and some will be done for in-class activities – stay tuned for chapter specifics. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulates points) will occur. 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 fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Remember your final time period is a presentation – plan accordingly to be present during finals week.
- Though not identified for all days, assume in-class activity in groups for most days of class
- Unless otherwise instructed, ANY assignment that is “due” needs to be submitted and timestamped in D2L prior to the start of class on the due date to potentially earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments (to be turned in, prepared for this day, or in-class activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I Communicating For/About the Environment</td>
<td></td>
</tr>
<tr>
<td>Week One</td>
<td>Introduction to Course and Environmental Communication</td>
<td>Environmental Communication Pre-Self-Assessment</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 – Defining Environmental Communication</td>
<td>Due: Complete footprint activity and bring with you to class</td>
</tr>
<tr>
<td></td>
<td>Eve: Student data form</td>
<td>Project Discussion</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 3 – Symbolic Constructions of the Environment</td>
<td>Due: Complete ‘waking up’ worksheet, and chapter reflection</td>
</tr>
<tr>
<td></td>
<td>Group up and brainstorm for projects… Campus Nature Dig – conducted in groups of 2-3</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Chapter 4 – Environmental Media and Sustainability</td>
<td>Due: Chapter Reflection/Discussion Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Topic Approval due by Friday 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part II Environmental Campaigns and Movements</td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td>Chapter 5 – Environmental Advocacy Campaigns</td>
<td>Due: Critical Analysis 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam One – Chapters 1-2-3-4-any outside notes</td>
</tr>
<tr>
<td>Week Six</td>
<td>Chapter 6 – Digital Environmental Organizing</td>
<td>Due: Chapter Reflection/Discussion Questions</td>
</tr>
</tbody>
</table>
Take time next few weeks to meet with me for a wellness check!

| Week Seven | Chapter 7 – Visual and Market Advocacy | Due: Chapter Reflection/Discussion Questions  
|            |                                  | Due: Phase I  
| Park/Woods “Senses” Visit – you can go in groups; or by yourself – sometime before week 9 | Find a park/forest… – go walk around – use your 5 senses (or those applicable – don’t get sick tasting anything 😊) |

**Part III Environmental Discourses and Public Spheres**

| Week Nine | Chapter 9 – Environmental Journalism | Exam Two – Chapters 5-6-7-8-any outside notes  
|          |                                  | Due: Chapter Reflection/Discussion Questions  
|          |                                  | Due: Park Senses Reflection – as a journalism report  
| Week Ten | Project Updates  
|          | Chapter 10 – Science and Climate Communication | Due: Phase 2  
|          |                                  | Due: Chapter Reflection/Discussion Questions |

**Week Eleven**  
Chapter 10 con’t  
Begin Chapter 11 – Public Health and Environmental Risk Communication  
Due: Outside Reading Reflection

| Week Twelve | Chapter 11 con’t | Due: Critical Analysis 2  
|             |                  | Workshop for Phase 3  

**Part IV Green Governance and Legal Spheres**

| Week Thirteen | Chapter 12 – Public Participation and Democratic Rights | Due: Phase 3 – Complete paper  
|              |                                                      | Discussion of Presentations and Public Speaking |

**Week Fourteen**  
Chapter 13 – Voice and Public Dissent  
Exam Three – Chapters 9-10-11-12-13-any outside notes  
Workshop for Poster Presentations

| Week Fifteen | Begin Poster Presentations | Due: Phase 4 and 5  
|              |                           | Poster Presentations – includes presentation materials  
|              |                           | Peer Critiques  

| Finals | Poster Presentations | Poster Presentations  
|        |                     | Peer Critiques  
|        |                     | Environmental Communication Post-Self-Assessment |
Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Subject (i.e. SOWK)</th>
<th>COMM 3500</th>
<th>Credits</th>
<th>Subject (i.e. SOWK)</th>
<th>COMM</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1 credit</td>
<td>☒ 3 credits</td>
<td>□ 2 credits</td>
<td>☒ 3 credits</td>
<td>□ 4 credits</td>
<td>□ 5 credits</td>
</tr>
<tr>
<td>□ 1 credit</td>
<td>☒ 3 credits</td>
<td>□ 2 credits</td>
<td>□ 3 credits</td>
<td>□ 4 credits</td>
<td>□ 5 credits</td>
</tr>
</tbody>
</table>

**Current Course Information**
Only complete this side for a course modification

**New or Modified Course Information**
New Courses: Complete all information
Modified Courses: Complete only fields that are changing

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Communication and Conflict</th>
<th>Course Title</th>
<th>No Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated Title (20 characters total)</td>
<td>Comm and Conflict</td>
<td>Abbreviated Title (20 characters total)</td>
<td>No Change</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course provides an overview of how communication is used in everyday life to create, negotiate, and resolve interpersonal and organizational conflict. Specific topics include communication conflict management theories, conflict styles, impact of sex and gender on conflict communication, listening, bullying and difficult people, collaboration, mediation, and reconciliation. Contexts of conflict will include intimate relationships, family, social media, and workplace settings. Overall, this course prepares students to use communication choices to make conflict more productive in their personal and professional lives.</td>
<td>Course Description</td>
<td>This course provides an overview of how communication is used in everyday life to create, negotiate, and resolve interpersonal and organizational conflict. Specific topics include historical and contemporary communication conflict management theories, conflict styles, impact of gender and culture on conflict communication, listening, bullying and difficult people, collaboration, mediation, and reconciliation. Contexts of conflict will include intimate relationships, family, social media, and workplace settings. Overall, this course prepares students to critique existing social structures that create conflictual situations and use communication choices to make conflict more productive in their personal and professional lives.</td>
</tr>
<tr>
<td>Undergrad Course Number</td>
<td>3500</td>
<td>Undergrad Course Number</td>
<td>No Change</td>
</tr>
<tr>
<td>Undergrad Course Number</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad Prerequisites</td>
<td>None</td>
<td>Undergrad Prerequisites</td>
<td>No Change</td>
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<tr>
<td>If applicable, Graduate Course Number</td>
<td></td>
<td>If applicable, Graduate Course Number</td>
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<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
</tr>
<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td></td>
<td>If applicable, Core Curriculum Goal Area(s)</td>
<td>Maximum of two core curriculum goal area(s)</td>
</tr>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>☐ Core Goal 1 Communication</td>
<td></td>
<td>☐ Core Goal 1 Communication</td>
</tr>
<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
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<td>☐ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td></td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td></td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>☐ Core Goal 6 Humanities and the Arts</td>
<td>☐ Core Goal 6 Humanities and the Arts</td>
<td></td>
<td>☐ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>☐ Core Goal 7 Human Diversity</td>
<td>☐ Core Goal 7 Human Diversity</td>
<td></td>
<td>☐ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>☐ Core Goal 8 Global Perspective</td>
<td>☐ Core Goal 8 Global Perspective</td>
<td></td>
<td>☐ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td></td>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
<td></td>
<td>☐ Core Goal 10 People and the Environment</td>
</tr>
<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td></td>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Major Content Area</th>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find</td>
<td>Apology, Forgiveness, and Reconciliation</td>
</tr>
<tr>
<td>1. Apology, Forgiveness, and Reconciliation</td>
<td></td>
</tr>
<tr>
<td>2. Assessing Personal and Others’ Conflict Communication Styles</td>
<td></td>
</tr>
<tr>
<td>3. Communicating Ethically in Conflict Situations</td>
<td></td>
</tr>
<tr>
<td>4. Communicating with Bullies and Difficult People</td>
<td></td>
</tr>
<tr>
<td>5. Competitive and Cooperative Conflict Approaches</td>
<td></td>
</tr>
<tr>
<td>6. Conflict in Contexts: Family, Intimate</td>
<td></td>
</tr>
<tr>
<td>Questions: Core Curriculum Contact Info: <a href="mailto:liberaleducation@bemidjistate.edu">liberaleducation@bemidjistate.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area.

<table>
<thead>
<tr>
<th>Current Learning Outcomes</th>
<th>Proposed Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy/Paste from the common course outline – see instructions above</td>
<td>Please reference Blooms Taxonomy action verbs</td>
</tr>
<tr>
<td>1. assess one’s role in personal and professional conflict situations.</td>
<td>Students will be able to ..</td>
</tr>
<tr>
<td>2. examine communication behaviors in contexts (e.g., interpersonal, familial, social media, organizational) that create conflict situations.</td>
<td>critique communication behaviors in contexts (e.g., interpersonal, familial, cultural, social media, organizational) that create conflict situations in our communities.</td>
</tr>
<tr>
<td>3. analyze personal, mediated, and organizational communication conflict messages using the appropriate theories and tools for analysis.</td>
<td>critically analyze personal, mediated, and organizational communication conflict messages using the appropriate theories and tools for analysis.</td>
</tr>
<tr>
<td>4. demonstrate and compose ethical, mindful, and effective communication when working through conflict situations in personal and professional lives.</td>
<td>practice ethical, mindful, and empathetic communication when working through conflict situations in personal and professional lives.</td>
</tr>
<tr>
<td>5. identify appropriate communication strategies for conflict resolution, to include apology, forgiveness, and reconciliation.</td>
<td>apply appropriate theoretical constructs and communication management strategies to conflict resolution.</td>
</tr>
<tr>
<td>6. identify and explain theories and models of communication and conflict management.</td>
<td>identify and explain historical and contemporary theories and models of communication and conflict management.</td>
</tr>
<tr>
<td>7. articulate and recognize types, functions, and outcomes of conflict.</td>
<td></td>
</tr>
</tbody>
</table>
differentiate the types, functions, and outcomes of conflict.

articulate the role power, gender, and cultural dynamics in communication patterns and how those patterns influence conflict outcomes across diverse perspectives.

synthesize research about specific conflict issues, present findings and provide recommendations for conflict management.

Indicate the reason for course modification or new course creation

The course is adding Core area 5 to reflect what is already being taught in the class. The course will also include the Traits of Academic Resiliency requirements.

<table>
<thead>
<tr>
<th>What will be the course offering frequency for this course each term</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Odd years</td>
<td>☐ All years</td>
<td>☐ All years</td>
<td>☐ All years</td>
</tr>
<tr>
<td>☐ Even years</td>
<td>☐ Even years</td>
<td>☐ Odd years</td>
<td>☐ Even years</td>
</tr>
<tr>
<td>☐ Dpt Discretion</td>
<td>☐ Odd years</td>
<td>☐ Dpt Discretion</td>
<td>☐ Odd years</td>
</tr>
</tbody>
</table>

Proposed course cap (max class size) 25

What qualified faculty will be available to teach this course?
Pawlowski

Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

☑ On-campus
☐ On-campus HyFlex (on-campus and online synchronous at same time)
☐ Online Asynchronous
☐ Online Synchronous
☐ Other, _________________________________

Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.)

☐ Yes; this course is repeatable

The maximum credits it can be taken is ________

☑ No, this course is not repeatable

What is the primary delivery method for this course?

☑ On-campus
☐ On-campus HyFlex (on-campus and online synchronous at same time)
☐ Online Asynchronous
☐ Online Synchronous
☐ Other, _________________________________
<table>
<thead>
<tr>
<th>Complete only for new courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Are there additional library or other resources needed that will need to be provided for this course not already available?</strong></td>
</tr>
<tr>
<td>☐ No, No additional resources are needed for this course</td>
</tr>
<tr>
<td>☐ Yes, Additional resources are needed. Please indicate resources below: 1..</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete only for new courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What special property or service fee(s) would be charged to students taking this course?</strong></td>
</tr>
<tr>
<td>These charges would be for 1. Items retained by the student and have an educational or personal value beyond the classroom 2. Services on the student’s behalf (see MinnState Board Policy 5.11)</td>
</tr>
<tr>
<td>☐ No special property or fee(s)</td>
</tr>
<tr>
<td>☐ Yes, there are special property or fee(s) requested Amount per student: $ ___________________________ Will be used for: ___________________________________</td>
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<th>Complete section only for course modifications</th>
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<td><strong>May this modified course replace the current course for students that remain in an old catalog?</strong></td>
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<td>☒ Yes</td>
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<td><strong>Do these modifications change any of the following?</strong></td>
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<td>To review the common course outline for a course 1. Go to the <a href="#">catalog</a> 2. <a href="#">Select Area of Study</a> 3. Select course link for that subject in the bottom left 4. Select the course from list on the left side of the page 5. Click the “Common Course Outline” link at the end of the course description</td>
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<td>☐ Yes, <a href="#">Major Content Areas</a> will be updated. The updates are indicated below. ☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
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<td>☒ Yes, <a href="#">Student Learning Outcomes</a> will be updated &amp; updates are below. ☐ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.</td>
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<td><strong>Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?</strong></td>
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<td>☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program</td>
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<td>☒ Yes, I have checked, and this course is in the following program(s). 1. Environmental Communication 2. Equity Certificate</td>
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catalog, as follows:
1. Go to the [catalog](#)
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search -Enter the prefix and number of the course (ie ACCT 1100)

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<th>If yes, to previous question</th>
<th>☑ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).</th>
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☐ Yes, the department chair(s) have been notified of this course modification from their program(s)
☐ Notification was done by email. Their response is copy/pasted below.
☐ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.
☐ Notification was completed by phone on the following date.
   Date: _______________________
   Who: _______________________

Indicate each person who a notification was sent to:
Virgil Bakken contacted 9/18; replied on 9/20
Dan Alosso contacted 9/18; no reply

Attach a sample syllabus for the course below.
I reserve the right to make changes in the policies, course assignments, syllabus, etc., if necessary for meeting the course outcomes and/or to benefit your learning. I will inform you of changes verbally and/or via D2L.

Professor: Dr. Donna Pawlowski, Ph.D., Professor of Communication Studies  
Office: Sattgast 215E  
Phone: (218) 755-2487  
E-mail: donna.pawlowski@bemidjistate.edu

Class will meet in our classroom, Hagg Sauer 108, on T/Th from 11-12:15. This course will not be taught via zoom.

Student Office Hours: I will have office hours available for you to visit and ask questions, but feel free to stop by anytime to see if I’m available or make an appointment outside of posted hours. I will put a note on my door if any meetings (beyond my control) get scheduled during office hours.

Any Questions?  

In-Person Office hours: Tuesday 8-9:30am, Wednesdays 8:00am-11:45am, Thursdays 8-9:30 am. Please note that when I am in my office, I leave my office door open to create a welcoming atmosphere; however, with mask protocols, my door may be shut at times. This should not deter you from visiting!! I have a window in my door, so feel free to just knock to make sure I see you and then come on in ☺️ I am fully vaccinated but if either of us is not comfortable in the office space (via masking or vaccination protocols), we can find a different space for conversation.

ZOOM office hours: Mondays 8:00-11:00am. While it is ideal to meet in person, zoom hours may be more conducive for you periodically during the semester. Link for office hours (when applicable): https://minnstate.zoom.us/j/93440028867  
Passcode: commrocks

ZOOM Link for class periods: Zoom class will take place ONLY IF it is necessary to meet in this modality, otherwise as noted, class will meet in person in our classroom: https://minnstate.zoom.us/j/99375446813  
Passcode: commrocks

Land Acknowledgement: BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.

Teaching is not a job – it’s what I love to do! Please come and visit me if you need help. Better yet, come and visit me so I can get to know you!
You can also read more about this via the following link: https://www.bemidjistate.edu/about/land-acknowledgment/

**Course (catalog) Description**

This course provides an overview of how communication is used in everyday life to create, negotiate, and resolve interpersonal and organizational conflict. Specific topics include historical and contemporary communication conflict management theories, conflict styles, impact of gender and culture on conflict communication, listening, bullying and difficult people, collaboration, mediation, and reconciliation. Contexts of conflict will include intimate relationships, family, social media, and workplace settings. Overall, this course prepares students to critique existing social structures that create conflictual situations and use communication choices to make conflict more productive in their personal and professional lives.

**Course Learning Outcomes**

While each person will acquire something different from this class, some outcomes remain constant for everyone. At the end of the semester, you should be able to:

1. Identify and explain historical and contemporary theories and models of communication and conflict management.
2. Apply appropriate theoretical constructs and communication management strategies to conflict resolution.
3. Articulate the role power, gender, and cultural dynamics in communication patterns and how those patterns influence conflict outcomes across diverse perspectives.
4. Critically analyze personal, mediated, and organizational communication conflict messages in various contexts using the appropriate theories and tools for analysis.
5. Differentiate the types, functions, and outcomes of conflict used in personal and professional settings.
6. Critique communication behaviors in contexts (e.g., interpersonal, familial, cultural, social media, organizational) and their effects on others in conflict situations in our communities.
7. Assess one’s communicative behaviors and biases in personal and professional conflict situations and develop strategies for self-improvement and conflict resolution.
8. Practice ethical, mindful, and empathetic communication when working through conflict situations in personal and professional lives.
9. Synthesize research about specific conflict issues, present findings and provide recommendations for conflict management.

**Required Textbook/Materials:**


**Please bring your books to class; we will be working with activities related to your text during most class periods. Read chapters and any material prior to the class period in which discussion will take place.**

**Readings:** Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the syllabus).
Supplemental Materials:
You also will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):

Additional APA guides:
- Purdue Online Writing Lab: APA Style https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Email/D2L/Technology Needs:
Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).
- For changes, I will post information primarily through Email; I will also post some announcements in D2L.
  You are responsible for checking sources frequently to be informed of any notices and changes in the course.

We also will use D2L Brightspace (abbreviated as D2L throughout the syllabus). Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents.
- Assignments will be typed and submitted to a D2L assignment dropbox folder. Some assignments will also require a hard-copy due at the beginning of class, check assignment sheets and syllabus for details.
- CAREFULLY check the D2L folder/dropboxes to correctly submit assignments. Submitting materials to a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places, and may impact your grade.
- Any assignments longer than two pages should be converted to a pdf before uploading to D2L to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document after you save your document to a word or pdf before uploading it to D2L; sometimes it does not load appropriately when the document is “open” on your screen.
- Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
- Reference your D2L syllabus often; this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in the D2L calendar.

Course Format and Teaching Philosophy

Course Format: Much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practice of skills, and learning from others to enhance your knowledge. Typically, I will highlight issues and concepts from the chapter and then branch out to group application or discussion activities. As this is an advanced course, I am hoping to have in-depth discussions regarding the topics at hand. I would rather have you talk about and understand the concepts than leave the classroom with unanswered questions. To accomplish this, come to class prepared and ready to participate. What this looks like is having a positive attitude, bringing your text to class, reading materials and completing assignments prior to class, being attentive and providing supportive feedback, and engaging in classroom discussion and group activities.
Staying up to date will be necessary to be successful in this class. You are responsible for reading all materials for exams and assignments, regardless of what is discussed “in class.” I encourage you to read and outline the chapters before coming to class and take additional notes in class. Use our classroom as “second exposure” of the material; you reading the material in advance should be “first exposure.” Additional readings will be added or modified so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

The below learning pyramid identifies the importance of learning and engagement.

![Learning Pyramid: Edgar Dale](image)

“**What we have to learn to do, we learn by doing**”

**My Teaching Philosophy:** My background and training are in both Education and Communication Studies. I was also a first-generation student and came from a rural background where family and work ethics are important. As such, I care about what I do, and I care about you! Please see my teaching philosophy that outlines my student-centered approach to teaching.
Course Requirements and Major Assignments

The following are brief explanations of your course requirements and outcomes fulfilled with each requirement. 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. Exam material will cover the text and any outside notes/readings read or discussed in class. Exams are NOT open book. Put all materials and devices/iPhone/iWatches away during exams; anyone who uses an electronic device or other materials during an exam will have the exam taken away and will earn a zero. Additional academic dishonesty repercussions may apply. Each exam is worth 10%.

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

2. Conflict Self-Assessments: 10%

**Purpose:** to examine your personal approach (or philosophy) to conflict at the beginning and end of the semester

- Outcomes assessed: 4-6-7

You will write two self-analysis assessments on your learning and growth throughout the semester. At the beginning of the semester, you will share your initial thoughts on communication and conflict (1ish single-spaced page-500-600 words) as a global philosophy. Ideas should include your perceptions of conflict, what you grew up learning about communication and managing conflict, strategies you typically use verbally and nonverbally
when in conflict interactions, and a metaphor (or simile) you would use to describe how you view conflict. I will guide you with some specific prompts. This paper is worth 3%. Submit D2L.

At the end of the semester, you will write a post-self-assessment (2-3 pages in length-1200-1500 words), which will be a more in-depth reflection and synthesis of your approach to conflict. Think back to the beginning of the semester, your initial assessment, and how you have changed in your approach to communication and conflict. You will address your post-philosophy on conflict, conflict techniques that worked and did not work, accomplishments in conflict negotiations, how you approach conflict based on contexts and players, your future goals of working through conflicts, and your “now” metaphor to describe conflict. What changed for you throughout the semester? How will you use this knowledge in your future? Again, I will guide you with some prompts.

This post-assessment will not require outside research but rather your integration of course materials, readings, and self-examination of your global approach to conflict perceptions and interactions. This paper is worth 7%. Submit D2L and hard copy.

3. Personal Conflict Reflections: 10%

**Purpose:** to analyze conflict in your personal and professional lives using conflict theories, models, and concepts

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

You will be reflecting on current conflicts in your life in various contexts (e.g., friends or romantic relationships, family, organizational, etc.) These may be conflicts that take place face-to-face, or through some mediated format (e.g., fb, texting, other social media platforms). Two conflicts total should be examined. Conflicts should be with interpersonal relationships (one other person and yourself) or small group conflict; it’s too difficult to briefly analyze conflict that entails several people. Also, I do not want to see personal attacks on any one person/persons or about conflict that may happen in another class; respectfully analyze what is happening in your lives, and how course concepts help to understand and potentially manage the conflict.

For each reflection, you will identify the players, the situation, type of conflict, communication behaviors demonstrated, the outcome, your personal analysis of the conflict, and potential strategies for managing this type of conflict in the future. Text concepts should be used throughout your entries. Demonstrate that you can talk about conflict and name ideas (via specific concepts/theories) of what you are doing and saying in conflict situations.

I encourage you to carry a notebook with you to take field notes when you experience conflict. Write down ideas when you have a few minutes to analyze what happens in your life – if you think of a concept connected to something “in the moment,” jot it down so you don’t forget. Field notes will also help you in your assessment papers. Each reflection should be a one single-spaced typed paper, which equates to about 500-600 words. You may go longer but this should be the minimum to reflect on the conflict at hand.

Do not use the same concepts and the same person throughout your reflections – mix up the people and the conflicts. An exception to this is IF you have a complicated relationship and you want to truly deconstruct what is happening in a particular relationship. If this is the case, discuss this with me first if you want this approach. Regardless, different concepts need to be used in each reflection.

Should you be fortunate not to have much conflict in your life, your reflections can be as an observer of conflict; though, this needs to be about people you know well who have conflict, and not just two strangers you see having conflict.
NOTE: Reflections should not be a repeat of your assessment papers and vice versa; these serve two different purposes. Assessment papers are your global approach/perceptions/philosophy about conflict, reflection papers are to examine specific conflicts with specific people in your daily life.

4. Case Study Analysis: 10%

**Purpose:** to critically examine communication in personal and professional conflict settings using appropriate theories and course concepts

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

You will be examining various case studies from the chapters. Some will be done in-class as activities to help you with the process of analyzing real and simulated conflict scenarios. One main case analysis will be done individually to demonstrate your ability to analyze conflict situations.

Your case study analysis should be 2-3 single-spaced typed pages in length (1200-1500 words), with step B and C being the larger sections of your paper. Submit hard copy and D2L.

Use the following format for each case. In doing so, use at least 6 text concepts, theories, and models to help analyze the case. These elements should be evident in your analysis and demonstrate understanding of concept, specific links to the case, and identified with page numbers.

**E. 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 creating this conflict. What information presented in the case leads you to identify these issues? 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.

**F. 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 relationship(s)/organization? What concepts, theories, or models help to determine what is happening in the situation? Why do you think conflicts like the ones relating to the real issues in the case occur with human communication? How do the issues you identify specifically affect the organizational and/or relational climate? Don’t rehash case facts; interpret them. Explain the concepts and link them specifically to the case at hand. Find answers and reasons.

**G. 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 situation. How can your recommendations repair the relationship, or where applicable, the health of the organization as a whole? Be sure to differentiate and identify strategies to help individuals cope with the existing conflict and strategies to keep conflict 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 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.

**H. Personal Insights/Conclusion/The Lessons Learned.** Make some concluding remarks about what this has to say about communication and conflict. 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 or similar conflicts? How can this help you in
future interactions with others? What should we remember when communicating with others in conflict situations? What communication messages should we be sending?

5. Conflict and Communication Project (and Presentation): 25%

**Purpose:** to examine some aspect of conflict that will be helpful in your relationships or career and provide recommendations for conflict management

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

**Papers:** 20%

**Presentation:** 5% (projects shared at the end of the semester)
You are to examine some aspect of conflict of interest to you, research more about it, personally reflect on the topic, and present your topic to the class. Select a topic that sparks your interest, or one that you want to learn more about. For example, you may want to investigate an existing workplace policy related to managing conflict, examine conflict/negotiation strategies from different countries, assess a larger conflict within your workplace, create a mini handbook on communication and conflict processes for a particular organization, research a particular topic or theory of interest (power, gender, bullying, negotiation, apology, forgiveness, etc.).

Papers will be 7-9 pages in length with a minimum of 4 outside scholarly research sources (you can use our text, but it would count as a 5th source). Use 11-12 pt font, one-inch margins, (flush left only), page numbered, include headers and typed. Estimate approximately 400 words per page. 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).

As projects may vary, you will submit a topic approval; I encourage you to also have a personal conversation with me regarding your project.

**Topic Approval:**
As a topic approval, you will turn in a justification for your topic, why you have an interest in this topic and why it is important to study. This process will help you determine if this is an appropriate topic, and one in which you can find enough interest and research to continue.

**General Overview:**
Find articles on your selected topic and organize the research in some meaningful pattern. Your research should be more than just a list or summary of each source; you should integrate and find common themes in the literature. For example, if you are talking about bullying in conflict, you may find that the literature focuses on topics like (a) types of bullying, (b) causes of bullying, and (c) bullying process, and (d) strategies for victims. After your research, you will provide recommendations, personally reflect on the topic, and present your new-found knowledge to the class.

**Logistics (in brief):**
2. **Introduction** (1/2 page)
   - Your introduction should include something to gain my interest in the topic, give a general orientation to the topic, a rationale why it is necessary that we study it in the first place, and a preview of what your paper entails (i.e., telling the reader what areas will be covered in the rest of the paper).

2. **Literature Review** (4-5 pages)
   - Find appropriate articles for your topic at hand. 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. Sometimes topics naturally come together as you develop your literature review.

- Divide your research into sections (these parallel your preview points from your introduction).
- DO NOT list one article or piece of research at a time but intermingle your research to support your themes.
- Sometimes it is easier to do the main parts of the body before completing the introduction.

4. **Recommendations** (1 ½ pages) Sources may need to be used again here as you describe your recommendations.

- After you become more knowledgeable about your topic, it’s time to think about how you might help yourself or others to improve their conflict management skills. Think of a specific context, and/or reflect on your future interactions and the importance of learning about this topic.
- Identify recommendations and provide some details/strategies regarding how individuals might implement these recommendations to enhance their communication or overall relationships. Don’t go overboard; 2-3 main recommendations that are well developed should be sufficient.

5. **Reflections and Conclusion** (1ish pages)

- After you discuss your research and recommendations, step away and reflect on what you learned about conflict and communication related to your topic. Think about how your research might help others in conflict situations. Who is likely to benefit from this information? In what ways? What effect can this topic have on others for understanding conflict management and communication. Why is it important to know this information?
- What did you personally learn? What are your “golden nuggets” from this research? How does this/this issue impact your life? What else do you want to know about the topic? How will you use what you learned about this topic in future situations?
- Provide a final summary of what you accomplished in your paper and provide a closing statement.

5. **References** (not part of the page length):

- You will prepare a list of references at the end of your paper that is written in APA 7th edition.

**PRESENTATION:** You will have the opportunity to share your project with the class in a 5ish minute presentation (time may vary with the number of students). Prepare a professional presentation explaining your topic, research, and recommendations. Use somewhat formal guidelines for presentations; take off your hats – look professional (wear something besides a hoodie), energize your voice, and keep us engaged in your delivery. You picked a topic of interest to you, let us hear that in your presentation. 😊

**Presentation Structure** (parallels preparation outline) – more details will be on project assignment criteria:

When speaking, use the following as a guide for the actual presentation regarding timeframes in giving a balanced presentation:

1. provide an overview of your topic, why you selected this topic, and preview of presentation (introduction) – max of 1 min
2. engage us in a brief discussion of the importance of knowing more about your topic – literature rereview (body) – 2 minutes
3. offer some recommendations to improve conflict and communication (body) – 1-2ish minutes
4. give a summary and “conflict and comm golden nugget” or take away that will help us in our future personal and professional lives via your personal reflection – what you learned because of this project (conclusion) – 1ish minute
6. Chapter Connections: Assignments/Activities/Application/Preparation: (15%):

**Purpose:** to help you apply text material to your daily lives, examine conflict in personal and organizational relationships, and practice effective communication behaviors during conflict simulations

- Outcomes assessed: 1-2-3-4

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don’t rush it, spend time with the material, there are many golden nuggets in the readings with great opportunity for critical thinking! The text is unique in that it has several features for reflection and interactive application of materials. Special features of the text include Toolbox, Discussion Questions, Case Studies, Exercises, Journal/Essay Topics, Research Topics, and Mystery Cases.

**Outside assignments** (taken from the book and elsewhere) will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., chapter features, topic approvals, self-assessments, etc.) will help you prepare for class and find relevance of the course content to your personal and professional lives.

**In-class activities** (e.g., group application activities, chapter features, conflict simulations and role playing, sharing of your outside assignments) will help you apply materials, share ideas, and learn from others.

**Theory to Practice** – conflict role-play: you will be demonstrating your conflict skills in class through role-play of various conflict situations. As a participant, you will be expected to play a character role in a situation; as an audience member, you will be expected to critically analyze the parties involved in the situation. We will be identifying the sources of conflict, the role of participants and strategies used, and assess the conflict solution (if there is a solution). You may not know the situations in advance but will be expected to assess the situation and play the role accordingly. Your final is a culmination of your skills in a conflict role play situation, where you will be graded on both your character and audience roles.

Chapter Connections and Activities are graded and cumulatively worth 20%.

Assigned activities and assignments are to be typed (unless otherwise noted) and brought with you to class in hard copy and loaded in 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, tiktok, or twitter, etc., during the activity or when your group is done; be respectful to others, use your time wisely, put your phone away and talk with each other after the activity. Practice those communication skills!

**Missed in-class activities** cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity; their purpose is to make application with concepts as they are discussed in class. 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 work. **Outside assignments** do not get free days. Any 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:**
To help with expectations for activities, each activity will be graded based on earned credit/effort using the following general scale (i.e., assignments will vary by points, but follow these general guidelines):
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 upon 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. Demonstrates respectful behavior (devices 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 was 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 devices 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. Using devices for non-class purposes will earn you a zero for that day.

General Guidelines for All Assignments:
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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class! For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates. (see more details with academic honesty policies).

Course Policies/Expectations/Guidelines for Success
I love what I do and enjoy a relaxed, yet professional 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 – Yes!:
Attendance is important as we apply much of the content during class activities and group discussion. I realize life happens and you may need to miss on occasion. You have two “free” class periods/one week regarding in-class work. Please note that any in-class exams, simulation days, or any presentation days (as the speaker or audience member) cannot count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming in late or leaving early will count as one of your free days. Use these days wisely and save them for personal days or non-university sanctioned activities (e.g., doctor appointments, illness, funeral, family wedding, family travel, helping a friend, unexpected work conflict, personal wellness day, club sport activity). Don’t feel as if you have to take any free days because I would love to see you every day!

Additional Absences: For every absence beyond your free days (up to 25% of the course), you will earn a zero for in-class points. If you choose to miss 25% of class (8 total absences for T/TH), you have
earned the right to fail the course regardless of your performance on assignments, presentations, or exams, as course outcomes are not fully met. If you find yourself getting too far behind, it may be best to take the course at a different time.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized documented activities (e.g., legal, military, quarantining) beyond two will be added up to account for one of your days. Prior to the absence, provide required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences. Let me know as soon as possible so we can work through situations together.

**Extended leave circumstances:** If you need to be away from class from an extended period (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

**Expectations of time for in-class contact hours and out-of-class preparation**
For this type of a course, the university policy, and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum to complete an assignment.

**Professional Communication/Visiting with your Professor:**
Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students).

Students also 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 by email.

Professional written correspondence should also be followed. If you send me an email, use professional email etiquette. Indicate the course and topic in the RE: heading. Here’s an example of a professional email that you should follow:

```
RE: Comm 3500 (or Comm and Conflict): project articles

Hi Dr. Pawlowski (or Hi Dr. P),
```
I was looking at articles for my paper and wanted to show a few to you to make sure they were appropriate articles. I will stop by your office hours tomorrow and let you look at them. Please let me know if this does not work in your schedule.

Thanks,
Jill Johnson

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours so we can have a discussion of the topic or assignment at hand. I want you to understand the material to successfully accomplish the assignments. Five minutes in person may be more fruitful than 10 emails back and forth 😊

Classroom Environment of Professional and Respectful Behaviors:
There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning,

- Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins.
- Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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 so we can hear your great thoughts. A nice shared balance is a great way to learn from everyone.
- Please visit with me privately if you have concerns about the nature of the course.
- Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence in the classroom. Our academic classroom is a professional classroom.
- Being in class means not working on other classes during this class, or being on your phone. Slip out and come back in if you need to take care of something for a few minutes.

BOTTOM LINE - We are human. Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.
Civility is a cornerstone of society. We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas—particularly for ideas, lifestyles, or topics—are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one’s ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic, disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information https://www.bemidjistate.edu/offices/student-life-success/handbook/

We will be creating our own Communication Civility Code for identifying appropriate and respectful communication behaviors during class.

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices away during class. If you text or play on your phone/computer in class, most of us will notice! By playing on your technology in class, you have the potential to distract at least half of the class from paying attention to the material, the activity, or the presentation at hand. 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 or multitask, it lowers your concentration regarding the material at hand. I may limit the use of laptops, personal computing devices, or other electronics if they distract from the lesson.

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 learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, me, the class, or your own learning. 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, pulling up your eBook, 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 devices used, or typing/writing your notecards, during others’ presentations in class will unfortunately earn you a zero for participation and will also affect your own presentation grade.

**Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:** The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record class activities, discussion, or lectures without prior written permission. It is a violation of privacy, as materials contain others’ and my own
intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

**Learning Needs/Accessibility Services/Physical and Mental Health Needs:**
I will mix 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.

- **Accessibility Services:** I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them, and will treat anything you or the Accessibility Office tell me with respect and discretion.

- **Student Health and Counseling Services:** Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/

- **The Advising Success Center** is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are getting behind in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.
**Late Work:** Except for daily/chapter/activities work (which is 50% after the start of class), late work on main graded papers (after the start of class or due date) up to one week, will receive 20% each day it is late. Anything beyond one week will receive a zero. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Remember 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. Presentations cannot be made up; no-shows will earn a zero.

**Exams:** Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, 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. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

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

**Extra Credit:** Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

**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/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”


In general, plagiarism includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers, outlines, or presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented via APA. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Academic dishonesty often results from misunderstanding how to properly cite sources, lack of confidence in one’s own abilities, or poor time management. Luckily, these problems can be solved with adequate time to formulate your ideas and consult with me where needed. Let’s answer questions
before you turn in your assignment than to deal with the unpleasant (for both of us) consequences of academic dishonesty after the fact.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/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><strong>Writing Resource Center</strong></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><strong>Library – 3rd floor</strong></td>
<td><strong>Phone: (218) 755-3919</strong></td>
<td></td>
</tr>
</tbody>
</table>

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**Grading Procedures and Policies**

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Out of fairness to everyone, these are strictly followed as per the grade scale identified below.

**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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned 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.

**Grade Scale:**

| A+ = 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-69.99 |
| A = 90-96.99 | B = 80-86.99 | C = 70-76.99 | D = 60-66.99 |
| 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. 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, & 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.
For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVISION</strong> – keep track of your percentages t/o the semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exams – 30%</strong></td>
<td><strong>Exam 1</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 3</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Self-Assessments – 10</strong></td>
<td><strong>Pre-assessment</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Post-assessment</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Personal Conflict Reflections - 10%</strong></td>
<td><strong>Reflection One</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Reflection Two</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Case Analysis – 10%</strong></td>
<td><strong>Case Analysis</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Communication and Conflict Project - 25%</strong></td>
<td><strong>Paper</strong></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Presentation</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Chapter Connections: Activities/Assignments Application/Preparation - 15%</strong></td>
<td><strong>Daily work</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>OVERALL Total Percentage</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

“Living” Course Schedule – subject to change if necessary

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises and discussion questions; you will be asked to complete some as out-of-class assignments and some will be done for in-class activities – stay tuned for chapter specifics. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulate points) will occur. 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.
24a.COMM_22-23

- You may want to line up a class colleague to fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Remember your final time period is a presentation – plan accordingly to be present during finals week.
- Some assignments are hard copy and D2L. Unless otherwise instructed, ANY D2L assignment needs to be timestamped in D2L prior to the start of class (10:59) on the due date to potentially earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Aug 24</td>
<td>Introduction to Course Syllabus/Course Expectations</td>
<td>In-Class: Introduction activity to include creation of communication civility/respect code</td>
</tr>
</tbody>
</table>

**Section I – The Nature of Interpersonal Conflict and Its Causes**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday Aug 26</td>
<td>Chapter 1 – Conflict in Everyday Life</td>
<td>In-Class: Case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brief explanation of Zoom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*there may be times when this might be useful during the semester; please keep in mind it will not be used regularly during class</td>
</tr>
<tr>
<td>Tuesday Aug 31</td>
<td>Ch1 con’t (if needed) Chapter 2 – Conflict Management Theories</td>
<td>Ass’t Due: Student Data Form and Personal Conflict Assessment – D2L</td>
</tr>
<tr>
<td>Thursday Sept 2</td>
<td>Chapter 2 con’t</td>
<td>Ass’t Due: Discussion questions 3, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number your responses and provide a few good sentences for each question (perhaps 75ish words/question) – demonstrate a bit of thought with your responses</td>
</tr>
<tr>
<td>Tuesday Sept 7</td>
<td>LABOR DAY – No Day Classes</td>
<td></td>
</tr>
<tr>
<td>Thursday Sept 9</td>
<td>Chapter 3 – Competitive and Cooperative Conflict Approaches</td>
<td>In-Class: Toolbox Activity</td>
</tr>
<tr>
<td>Tuesday Sept 14</td>
<td>Chapter 4 – Causes of Conflict</td>
<td></td>
</tr>
<tr>
<td>Thursday Sept 16</td>
<td>Ch 4 con’t</td>
<td>In-class – scenario analysis</td>
</tr>
<tr>
<td>Tuesday Sept 21</td>
<td>Chapter 5 – How Sex, Gender, Race, Culture, and Generations Affect Conflict – finish chapters and questions for exam</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Thursday Sep 23</td>
<td>Finishing chapters</td>
<td>In-class - case study analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Section II – Conflict Management Skills</strong></td>
</tr>
<tr>
<td>Tuesday Sep 28</td>
<td>Exam One – Chapters 1-2-3-4-5-any outside notes</td>
<td>Exam One – Chapters 1-2-3-4-5-any outside notes</td>
</tr>
<tr>
<td>Thursday Sep 30</td>
<td>Chapter 6 – How Power, Trust, and Humor Affect Conflict</td>
<td></td>
</tr>
<tr>
<td>Tuesday Oct 5</td>
<td>Chapter 6 con’t</td>
<td><strong>Ass’t Due:</strong> Chapter 6 conversation analysis</td>
</tr>
<tr>
<td>Thursday Oct 7</td>
<td>Chapter 7 – Listening and Seeking Information</td>
<td><strong>Ass’t Due:</strong> Topic Approval for Project</td>
</tr>
<tr>
<td>Tuesday Oct 12</td>
<td>Chapter 8 – Conflict and Emotional Intelligence</td>
<td><strong>Ass’t Due:</strong> Conflict Style Instrument</td>
</tr>
</tbody>
</table>
|              |                                              | **Take time next few weeks to meet with me for a wellness check**
|              |                                              | Stop by my office hours and/or zoom hours
|              |                                              | Good time to meet with me about your projects

| Thursday Oct 14 | Chapter 9 – Negotiation                       | **Ass’t Due:** Personal Conflict Reflection One - D2L submission and hard copy |
| Tuesday Oct 19 | Chapter 10 – Conflict Assessment               |                                           |
| Thursday Oct 21 | Exam Two – Chapters 6-7-8-9-10-any outside notes | Exam Two – Chapters 6-7-8-9-10-any outside notes |
|              |                                              | **Section III – Conflict in Specialized Circumstances** |
| Tuesday Oct 26 | Chapter 11 – Bullies and Difficult People     |                                           |
| Thursday Oct 28 | Chapter 11 con’t                              | **In-Class:** Theory to Practice – conflict role-play |
|              |                                              | **Section IV – Conflict in Context**       |
| Tuesday Nov 2  | Chapter 12 – Mediation and Other Conflict Interventions | **Guest Speaker:** Dr. Melanie Reese
<p>|              |                                              | Please have chapter read so you are knowledgeable about it when Dr. Reese discusses the chapter |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, Nov 4</td>
<td>Chapter 13 – Managing the Aftermath: Anger, Apology, Forgiveness, and Reconciliation</td>
<td>Come with questions for Dr. Reese</td>
</tr>
<tr>
<td>Tuesday, Nov 9</td>
<td>Chapter 15 – Conflict in Intimate Relationships</td>
<td>Ass’t Due: Case Study Analysis</td>
</tr>
<tr>
<td>Thursday, Nov 11</td>
<td>Veteran’s Day – No Classes</td>
<td>Come with questions for project papers</td>
</tr>
<tr>
<td>Tuesday, Nov 16</td>
<td>Chapter 16 – Conflict at the Workplace</td>
<td>Ass’t Due: Personal Conflict Reflection Two</td>
</tr>
<tr>
<td>Thursday, Nov 18</td>
<td>Chapter 16 con’t</td>
<td></td>
</tr>
</tbody>
</table>
| Tuesday, Nov 23 | Chapter 17 – Conflict and Social Media                               | Ass’t Due: Conflict and Communication Project - D2L by 11:59pm; hard copy if you can before you leave for break  
Discussion of presentations – select presentation dates |
| Thursday, Nov 25 | Thanksgiving Break – No Classes                                      |                                                                      |
| Tuesday, Nov 30 | Exam Three – Chapters 12-13-15-17-any outside notes                  | Exam Three – Chapters 12-13-15-17-any outside notes                    |
| Thursday, Dec 2 | Project Presentations                                                | Project Presentations – one-page handout as visual – turn in hard copy after presentation |
| Tuesday, Dec 7  | Course wrap-up and semester debriefing/course evals                  | Finish Project Presentations – one-page handout as visual – turn in hard copy after presentation  
Course wrap-up & semester debriefing/course evals |
| Thursday, Dec 9th, Final Exam | 8-10am – final exam period (in our classroom) Thursday, Dec 9th | In-Class Final: Theory to Practice Scenarios - Final demonstration of conflict and communication skills  
Post-Assessment – in-class after presentations |
Use this form to:

Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information (Only complete this side for a course modification)</th>
<th>New or Modified Course information (Complete this side for all new or modified courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong> <em>(i.e. SOWK)</em></td>
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<tr>
<td>COMM 3700</td>
<td>COMM</td>
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<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
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<td>☐ Other <strong>( )</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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</tr>
<tr>
<td>Persuasion and Communication</td>
<td>No Changes</td>
</tr>
<tr>
<td><strong>Abbreviated Title (20 characters total)</strong></td>
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<tr>
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<td>No Changes</td>
</tr>
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<td><strong>Course Description</strong></td>
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<td>Undergrad Course Number</td>
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<td>3700</td>
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<tr>
<td>Undergrad Prerequisites</td>
<td>Undergrad Prerequisites</td>
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<tr>
<td>None</td>
<td>None</td>
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<tr>
<td>If applicable, Graduate Course Number</td>
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<tr>
<td>If applicable, Graduate Prerequisites</td>
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<tr>
<td>If applicable, Core Curriculum Goal Area(s)</td>
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</tr>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>☐ Core Goal 1 Communication</td>
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<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 3 Natural Science</td>
</tr>
<tr>
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<tr>
<td>☐ Core Goal 7 Human Diversity</td>
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<tr>
<td>☐ Core Goal 8 Global Perspective</td>
<td>☐ Core Goal 8 Global Perspective</td>
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<tr>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☒ Core Goal 9 Ethical &amp; Civic Responsibility</td>
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<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 10 People and the Environment</td>
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<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
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<tr>
<td>Questions: Core Curriculum Contact Info: <a href="mailto:liberaleducation@bemidjistate.edu">liberaleducation@bemidjistate.edu</a></td>
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</tr>
</tbody>
</table>

### Current Major Content Area

Go to catalog; select the Area of

1. Becoming a persuader
2. Cultural premises in persuasion
3. Defining persuasion from Aristotle to Elaboration Likelihood
4. Ethical perspectives of persuasion
5. Functional, semantic, and...
<table>
<thead>
<tr>
<th>Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area.</th>
<th>thematic language in analyzing persuasive communication 6. Historical and contemporary perspectives and theories of Persuasion: traditional, artistic, humanistic, and social scientific 7. Logical premises in persuasion 8. Overview of persuasive communication in today’s world 9. Persuasive campaigns and movements (political, product, ideological) 10. Persuasive dimensions in health communication 11. Persuasive dimensions in mediated communication 12. Psychological premises of motivation and emotion in persuasion 13. Use of persuasive premises in advertising 14. Use of symbolic language in making, using, and misusing communication 15. Verbal and nonverbal communicative messages in persuasion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Learning Outcomes</strong></td>
<td>1. explain and evaluate historical and contemporary theories and ethical perspectives of persuasive communication. 2. assess one’s own views regarding the ethics of persuasion. 3. recognize and identify the positive and negative implications of persuasive communication behaviors related to personal, organizational, public, and societal issues. 4. analyze communication messages as consumers and producers of persuasion from multiple and divergent ethical perspectives and theories. 5. critique persuasive messages in various contexts (e.g., political, legal, educational, advertising, health</td>
</tr>
<tr>
<td><strong>Proposed Learning Outcomes</strong></td>
<td>Please reference Blooms Taxonomy action verbs 1. Students will ..”</td>
</tr>
</tbody>
</table>
campaigns, media) utilizing appropriate methods, data, and tools for analysis.  
6. create and present persuasive communicative messages with ethical foundation and sound argument structure.  
7. provide recommendations for becoming more responsible citizens in the creation and practice of ethical and credible persuasive messages in society

<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
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<tbody>
<tr>
<td>We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.</td>
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<table>
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<tr>
<th>What will the course offering frequency for this course each term</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<td>☐ All years years</td>
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<td>☐ Even years years</td>
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<td>☐ Odd years years</td>
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<td>☐ Dpt Discretion Discretion</td>
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<tr>
<th>Proposed course cap (max class size)</th>
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<td>25</td>
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</table>

<table>
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<tr>
<th>What qualified faculty will be available to teach this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pawlowski, Perlich, Baird</td>
</tr>
</tbody>
</table>

| Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum. |

<table>
<thead>
<tr>
<th>If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned?</th>
</tr>
</thead>
</table>
| ☐ Yes; this course is repeatable  
The maximum credits it can be taken is ___________ |
(Example: A topics course that a student can take more than once with a different topic.)

<table>
<thead>
<tr>
<th>What is the primary delivery method for this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ On-campus</td>
</tr>
<tr>
<td>☐ On-campus HyFlex (on-campus and online synchronous at same time)</td>
</tr>
<tr>
<td>☐ Online Asynchronous</td>
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<tr>
<td>☐ Online Synchronous</td>
</tr>
<tr>
<td>☐ Other, __________________________________________</td>
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</tbody>
</table>

☐ No, this course is not repeatable

Are there additional library or other resources needed that will need to be provided for this course not already available?

☐ No, No additional resources are needed for this course
☐ Yes, Additional resources are needed. Please indicate resources below:
   1. .

What special property or service fee(s) would be charged to students taking this course?
These charges would be for
1. Items retained by the student and have an educational or personal value beyond the classroom
2. Services on the student’s behalf (see MinnState Board Policy 5.11)

☐ No special property or fee(s)
☐ Yes, there are special property or fee(s) requested
   Amount per student: $ ___________________________
   Will be used for: ________________________________

May this modified course replace the current course for students that remain in an old catalog

☐ Yes
☐ No .... STOP; Instead drop the current course & submit a new course form.

Do these modifications change any of the following?

To review the common course outline for a course
1. Go to the catalog
2. Select Area of Study
1. Select course link for that subject in the bottom left
2. Select the course from list on the left side of the page
3. Click the “Common Course Outline” link at the end of the course description

For any YES answers, please

☐ Yes, Major Content Areas will be updated. The updates are indicated below.
☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.

☐ Yes, Student Learning Outcomes will be updated & updates are below.
☒ No, I have reviewed common course outline following the directions on the left and determined the major content areas are accurate.

☐ Max Class Size
   If yes, what is the proposed new class size ____
| Provide updated information at the end of this document. | □ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program

☒ Yes, I have checked, and this course is in the following program(s).
   1. Environmental Communication
   2.  

☐ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).
   1. Core area 5
   2. Core area 9 |

| Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)? |

To locate if this course is in any program, search the online catalog, as follows:
1. Go to the catalog
2. On the top right, above Table of Contents, click “PDF of Entire Catalog”
3. Press CTRL + F to search - Enter the prefix and number of the course (ie ACCT 1100) |

| If yes, to previous question |

☒ Yes, the department chair(s) have been notified of this course modification from their program(s)
   ☒ Notification was done by email. Their response is copy/pasted below.

☐ Notification was done by email. No response has been received within one week of the notification. My notification is copy/pasted below.

☐ Notification was completed by phone on the following date.
   Date: ________________
   Who: ____________________

Indicate each person who a notification was sent to:
Virgil Bakken, 9/18 – response on 9/20 |

Attach a sample syllabus for the course below.
CORE CURRICULUM 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 Core Curriculum
• 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
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, you will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. You 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 Core Curriculum do not have prerequisites. NO
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements.

How often will this course be offered? Spring – even years
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 competency (Core Curriculum learning outcomes) categories, A-D. Please checkmark the competencies met by the course under consideration.

Students will be able to:

__X___A. employ the methods and data that historians and social and behavioral scientists use to investigate the human condition, adapt reasoning and interpretation to available data sources.
B. describe social institutions and processes across a range of historical periods and cultures, while empathizing and trying to understand the perspectives of people in diverse situations.

C. practice the following:
   - Use and critique alternative explanatory systems or theories,
   - Creatively adapt analysis to counter bias in sources and prior interpretations.

D. practice the following:
   - Develop and critique alternative explanations or solutions for historical and social issues,
   - Communicate and apply historical or social/behavioral knowledges to contemporary issues facing the community.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 valuesensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 – 2 of the six traits met by the course under consideration.

- _____ Adaptability
- _____ Empathy
- X Communication
- _____ Knowledge (content; pursuit of; life-long learning)
- _____ Creativity
- X Reasoning
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:
Students will learn the principles and communicative practices of persuasive messages. As persuasive communication and societal messages are a part of students’ personal, organizational, and public lives, students will understand the process of persuasion (reasoning), practice strategies of ethical and effective persuasion (communication), and analyze persuasive discourse (reasoning) in various oral, written, and mediated contexts (communication). Students will learn how to become responsible citizens by appropriately examining persuasive messages in our society (reasoning), creating ethical persuasive messages, and providing recommendations for ethical communication (communication).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

Communication: Students will examine written and oral persuasive communication in our society and create appropriate persuasive messages in different contexts (e.g., health, mediated messages, campaign messaging).

Reasoning: Students will analyze persuasion strategies in our society through venues of various ethical perspectives (e.g., legal, political, etc.) and persuasive theories. Students will also demonstrate their knowledge of reasoning through written individual and group work, and exams.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
Report will include qualitative summaries of assignments and/or quantitative rubric summaries from persuasive analyses, self-assessments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 5 and 2) will be assessed in this course.

Please include the following supporting materials:

___X___ Course Syllabus, which includes:

___X___ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
___X___ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
___X___ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)

May include additional outcomes that do not map to the Core Curriculum (optional)

Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s) (optional)

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
CORE CURRICULUM 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 Core Curriculum
- 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
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, you will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. You 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 Core Curriculum do not have prerequisites. NO
Reasons for creating this course: We are updating this course to fulfill the new Core Curriculum learning objectives and Traits of Academic Resiliency requirements. This course will also be taught service-learning in future semesters.

How often will this course be offered? Spring – even years
What is the projected maximum class size (cap)? 25

* All courses in the Bemidji State University Core Curriculum also address some aspect of Goal Area 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF CORE CURRICULUM 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 two or more credits

The overall purpose of this goal area is to develop students' capacity to identify, discuss, empathize, 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, courses must provide for three of the five listed competency (Core Curriculum learning outcomes) categories, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to:
__X__ A. practice the following:
  • Examine their own ethical views.
  • Communicate their own ethical views.
  • Apply their own ethical views.

__X__ B. apply ethical concepts to specific issues (e.g., politics, rights and obligations, justice, liberty, etc.).

__X__ C. analyze the ethical dimensions of legal, social, and scientific issues.

__X__ D. describe, understand, and empathize with the diversity of political motivations and interests of self and others.

__X__ E. communicate ways to exercise the rights and responsibilities of citizenship.

**Goal Area 2: Critical Thinking**

All courses in BSU’s Core Curriculum 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 Core 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 and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

__X__ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

__X__ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

__X__ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

______________________________________________________________

**STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE**

You should consider the Six Traits of Academic Resilience as you create your courses. **Please checkmark 1 - 2 of the six traits met by the course under consideration.**

_____ Adaptability  _____ Empathy

__X__ Communication  _____ Knowledge (content; pursuit of; life-long learning)

_____ Creativity  __X__ Reasoning
In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

Students will learn the principles and communicative practices of persuasive messages. As persuasive communication and societal messages are a part of students’ personal, organizational, and public lives, students will understand the process of persuasion (reasoning), practice strategies of ethical and effective persuasion (communication), and analyze persuasive discourse (reasoning) in various oral, written, and mediated contexts (communication). Students will learn how to become responsible citizens by appropriately examining persuasive messages in our society (reasoning), creating ethical persuasive messages, and providing recommendations for ethical communication (communication).

STEP 4: ASSESSMENT & REPORTING

What will be assessed?
In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and the trait(s) selected in Step 3.

Communication: Students will examine written and oral persuasive communication in our society and create appropriate persuasive messages in different contexts (e.g., health, mediated messages, campaign messaging).

Reasoning: Students will analyze persuasion strategies in our society through venues of various ethical perspectives (e.g., legal, political, etc.) and persuasive theories. Students will also demonstrate their knowledge of reasoning through written individual and group work, and exams.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.

Report will include qualitative summaries of assignments and/or quantitative rubric summaries from persuasive analyses, self-assessments, projects, and activities. Content of the report may vary based on the instructor of record during any semester.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 8 and 2) will be assessed in this course.

Please include the following supporting materials:

__X__ Course Syllabus, which includes:

__X__ Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
__X__ Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
__X__ 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
__X__ How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
__X__ Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
May include additional outcomes that do not map to the Core Curriculum (optional)

Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)

Thank you! We look forward to receiving your course proposal!

Additional Requirements (once course is approved):

Final course assessment report (following proposed plan) is due to the Core Curriculum Program Office following the submission of final course grades: corecurriculum@bemidjistate.edu.

Courses will be re-reviewed by the Core Curriculum Committee every 6 years. Review process TBA.
**This syllabus will be updated as needed. Please reference D2L frequently for assignment dates and modifications throughout the semester.**

**Professor:** Dr. Donna Pawlowski, Ph.D., Professor and Coordinator of Communication Studies  
**Office:** Sattgast 215E  
**E-mail:** donna.pawlowski@bemidjistate.edu  

**Class Sessions:** We will be meeting during our scheduled class period from 11 am-12:15 pm.

**Zoom Link and Passcode for Class Sessions** (we will use this for all class periods):  
https://minnstate.zoom.us/j/91303478560  
Passcode: commrocks

**Student Office Hours/Zoom meetings outside of the regular class period:**  
https://minnstate.zoom.us/j/93440028867  
Passcode: commrocks

- I am available to meet with you outside of class. I am available via Email at any time; though please be patient for a response up to 24 hours. I also will hold zoom hours Tuesdays 2-3:30pm and Wednesday mornings from 9-12. If for some reason I am not online at these times (e.g., called to another meeting, zoom kicked me out for inactivity), send me an email and we can connect at the earliest convenience. This link will allow me to host a meeting with you anytime outside classroom hours.  
- Waiting Room – you may be asked to wait if I am talking with another – please be patient while I admit you into the session.  
- **If you are living on campus, or in Bemidji and want to meet in-person, send me an email.** There may be possible with social distancing pending MinnState and BSU guidelines.

**Liberal Education Categories/Prerequisites:** This 3-credit course counts toward liberal education goal areas 5 and 9 (and 2). No prerequisites.

**Land Acknowledgement:** BSU created a land acknowledgment to recognize the ancestral land of the Ojibwe and Dakota on which BSU stands. It is out of respect for indigenous cultures that we honor this land.

We acknowledge that Bemidji State University is located on land and water that is the current and ancestral homeland of the Ojibwe and Dakota. We acknowledge the painful history of genocide, forced assimilation, and efforts to alienate the Indigenous inhabitants from their territory here. We honor and respect the many diverse Indigenous peoples still connected to this land, retained tribal sovereignty, treaty rights, and cultural resilience. Indigenous people are spiritual and physical caretakers of this land to which we all belong. Bemidji State University respects these sacred lands, stands with the community members from these Nations, and will fight injustice in all its forms.  
You can also read more about this via the following link: https://www.bemidjistate.edu/about/land-acknowledgment/

**Course Description (as per catalog):**  
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, you will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. You will learn how to become responsible citizens by examining persuasive messages in our society and providing recommendations for ethical communication.
Learning Outcomes: Course outcomes align with University Core Goal Area learning outcomes (GA) 2, 5, & 9; specific assignments linked to outcomes are identified.

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)
   - (GA 2 C, D; 5 A, C, D; 9 C, E)

2. Assess one’s own views regarding the ethics of persuasion
   - (exams, papers, activities)
   - (GA 2 B, D; 9 A, C-D; traits communication, reasoning)

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)
   - (GA 2 A-D; 5 A; 9 A, D, E; trait communication, reasoning)

4. Analyze communication messages as consumers and producers of persuasion from multiple and divergent ethical perspectives and theories
   - (exams, papers, group project, activities)
   - (GA 2 A-D; 5 A, C, D; 9 D, E; traits reasoning)

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)
   - (GA 2 A to D; 5 A, C, D; 9 A, B, C, E; traits communication, reasoning)

6. Create and present persuasive communicative messages with ethical foundation and sound argument structure
   - (papers, group project, activities)
   - (GA 2 A to D; 5 A, C, D; 9 A, B, C, E; traits communication, reasoning)

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)
   - (GA 2 B, D; 5 D; 9 A, B, C, E; traits communication, reasoning)

Required Materials:

- We use the text extensively and have assignments from the text; please read assigned chapters prior to class, and have your text (and readings) handy during class.

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 also will need access to the 7th edition APA manual for citing sources (communication studies is a social sciences discipline, which uses APA as the writing style guide):

Additional APA guides:
- Purdue Online Writing Lab: APA Style https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Check current BSU e-mail account frequently/daily – add BSU email to your phones (if applicable).
- For quick questions or changes, posting of information will primarily be done via Email; I will also post some announcements in D2L.
We also will use **D2L Brightspace** (abbreviated as D2L throughout the syllabus). Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents.

- Assignments will be typed and submitted to a D2L assignment dropbox folder.
- **CAREFULLY** check the D2L folder/dropbox appropriate for various assignments, as we will have several dropbox folders during the semester. Putting something in a “wrong” folder makes it difficult to track and provide feedback/grade in the appropriate places, and may impact your grade if I can’t find something.
- Any assignments longer than two pages should be converted to a pdf before uploading to D2L in order to preserve the formatting of your document.
  - As a helpful note, it may be necessary for you to close your document (after you save your document to a word or pdf) before uploading it to D2L; sometimes it does not load appropriately when the document is open on your screen.
- Please do not send attachments via E-mail – check for a D2L assignment folder first. If for some reason you are not able to find a folder, send me an email and I will check or re-load the D2L assignment folder.
- **Reference your D2L syllabus often;** this is our guide for the semester. Check the syllabus for due dates. Because things may shift during the semester given class progression or other emergencies, due dates are not automatically linked in D2L calendar.

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**Course Format:** Much of the class will be hands-on, with concepts practiced through active learning, discussion of material, application, practicing of skills, and learning from others to enhance your knowledge (see below diagram). 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 feedback; reading materials and completing assignments prior to class; and engaging in classroom discussion and group activities.
I will highlight some content, but not cover everything “in class” that may be on quizzes or exams. I encourage you to read the chapters, look over ppts, review course videos (if applicable), and/or outline the chapters on your own before coming to class; and to take additional notes in class. 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, participate in class, and apply content to your assignments. Some material may be added or modified – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

Learning Pyramid: Edgar Dale

“What we have to learn to do, we learn by doing”
(Aristotle)

Course Requirements and Major Assignments

The following are brief explanations of your course requirements and outcomes fulfilled with each requirement. Please refer to individual handouts with assignment details and grading criteria. Assignments (and exams) allow you to (1) demonstrate your knowledge of course content, (2) identify persuasive communication in your lives and in our society, (3) examine how message construction can impact our attitudes and behaviors, and (4) investigate specific contexts of persuasion resulting in recommendations for ethical persuasion in our personal and professional lives.

1. Examinations: 30%

There will be three exams over the course of the term. Examinations will be a mixture of objective, application, and short answer. The material will come from the text and any outside notes/materials. Any hint of cheating related to exams will receive, at a minimum, an automatic zero and potentially a failing grade for the course.

- Outcomes assessed: 1-2-3-7

2. Analysis Papers – as a consumer of persuasive communication: 24%

**Purpose:** to investigate particular communicative persuasive artifact and analyze the messages via a persuasive concept, theory, factor, ethical perspective as your persuasive lens to analyze to discern how communication messages impact particular audiences.

- Outcomes assessed: 1-2-3-4-5-6-7
You will be writing two brief analysis papers (3-4 pages each) 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 communication artifact and conduct a rhetorical analysis examining your messages through a persuasive lens (concept, theory and/or ethical perspective).

**Examples of persuasive communication artifacts:** billboard campaigns (e.g., got milk) – song or music video (preferable a tasteful one) – a famous speech – Ted talk – pop culture book – political speeches – health messages – particular societal, health campaign – advertising line of particular product – social media posts – PSA’s – commercials.

- Artifacts cannot be anything we have used in class.

**Some persuasive lenses** to consider are those that will allow you to identify and analyze a communication artifact in an accessible and effective manner. In some instances, you can use more than one lens if it’s appropriate to understand and make connections to your artifact.

- Ethical perspectives (any of the perspectives from class/outside notes)
- Source factors (credibility; pathos, ethos, logos)
- Message factors (Rank’s Model, logical and emotional appeals)
- Receiver factors (audience analysis psychological or demographic features)
- Doublespeak language (outside notes)
- Channel factors (medium, subliminal)
- Theories (social judgement, consistency, cognitive dissonance, reasoned action, elaboration likelihood
- Strategies and tactics (compliance gaining)

**Topic Approval:**
You will submit a topic approval for each paper, which should indicate as specifically as possible what you want to do with your topic. Identify the specific message (communication artifact) and the persuasive lens you want to use to analyze your artifact. Why did you select this communication artifact? Why this persuasive lens? I want to make sure you have a valid topic before you get too far along with your paper. It is important to create a good match between your selected lens and your communication artifact to provide the best utilization of your time and energy.

**Paper Logistics (for each paper):**
- 3-4 pages (approximately 1,000-words), not counting references page(s)
- 11-12 pt. font, double-spaced, one-inch margins (flush left only), page numbered, and typed
- Include headers/labels to guide the reader and show organizational structure (i.e., introduction, analysis, conclusion)
- Use regular spacing between paper sections; additional space is not necessary as your labeling of areas will identify enough distinction between areas.

**Organizational Format:** 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. In brief, each paper will contain writing components of a paper (to be labeled in your paper to demonstrate structure):

- Introduction that includes a rationale as to why you selected this topic (communication artifact and persuasive lens) and why this is important to study (1/2 page)
- Analysis of your communication artifact (2-3 pages)
- Overall conclusions and implications of the persuasive message and lessons learned (1/2 to 1 page)
- List of references and any appropriate appendixes (references/appendixes do not count as a page)

**Research Support:**
Though not required, you may want to consult outside sources (outside means in addition to the textbook) to help further your understanding of your persuasive lens topic. If you bring in research, use 7th edition APA for citing sources. At minimum, you will be citing your text and the sources used for your communication artifact.

**3. Persuasive Group Project** – as a producer of persuasive communication: 26%
(written paper, message designs, presentation, and peer evaluations)
**Purpose:** to demonstrate a culmination of the semester’s practice and theory of persuasion as a producer of persuasive communication. You will prepare a one group written report, create persuasive messages, and present your project to the class.

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

**General Overview:** In teams of two or three people, you will examine a social issue and create original persuasive messages that could be disseminated to a public audience for topic awareness. This issue should be local enough (perhaps campus/student-centered) 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. For example, you may think about awareness of mental health issues, student involvement, community engagement, distracted driving, healthy life choices; think of those that are important and affect students’ lives.

**Topic Approval:** You will submit a group topic approval (similar to your individual papers) to make sure the social issue, theory and ideas are a good fit for the assignment and timeframe. Your topic should be different than any individuals’ topics from the analysis papers. Topics that are “large” in nature with several heated viewpoints might also be difficult, as there is limited time to fully understand all sub-issues and create effective persuasive messages. We have a lot of “big” issues right now but they may not be manageable or appropriate for the time and space of the assignment.

**Logistics:** In general, you will select your issue, gather data and research to fully understand the issue and audience segmentation, examine ethical and theoretical perspectives appropriate for understanding your issue and your persuasive message creation, and create two persuasive messages (see below) with an appropriate particular target audience, 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. You select your specific audience for your project.

End product is to create a group report and two tangible persuasive messages appropriate for your target audience. Be creative, you may want to create a public service announcement (PSA), mediated message, billboard, poster, pamphlet, book mark, door knob hanger, advertisement, video, or commercial, etc. Your group will consult with me regarding specifics and appropriateness of project and persuasive message throughout the process. You cannot use something that has already been created for this particular social issue; your group should come up with original persuasive messages based on your research and targeted audience.

The report should be professional. Make it reader-friendly, use plain language, incorporate images, textboxes, etc. where necessary to help the reader fully understand your social issue.

**Research Support:**
As a group, you will need a minimum of 8 outside sources (outside means outside of the textbook). You can use the text, but it would be a 9th source. These sources should be as scholarly in nature and may be reflective of understanding your topic/social issue more thoroughly.

- These are to be peer-reviewed journal articles (at least 3 of them) and other scholarly sources; edited book chapters, or other research-based sources related to your issue and/or persuasive communication elements you use in your paper (e.g., persuasive theories, message factors, ethical perspectives). All sources need to have enough information to make a complete APA citation (with current dates); if those pieces are missing, it likely is not appropriate for the paper.
- Sources should be substantive that will help you understand more about your topic (NOT something from a ½ page news article; or blogs, etc.)
- Use APA 7th edition in citing sources and writing the references pages. Do not use footnotes – APA uses parenthetical citations.
- ALL sources in your paper must be in your references and vice versa. Please carefully cross-check for these details prior to submission. Always a good idea to download your articles so you don’t forget which ones you used in your paper when it comes time to write your references.

**What is turned in/completed for the final project:**

**Group written report** (6-7 pages)

1. **Introduction** (1/2ish page)
2. **Analysis of the Social Issue** (includes most of the research – 3ish pages)
3. **Identifying and Segmenting the Target Audience** (1/2 page)
4. **Persuasive Message Design Explanation** – (1 page explanation for each message)
   - Includes any theories or ethics considered in the making of the message
4. Chapter Connections and Assignments: Activities/Application/Preparation (20%):

I encourage you to spend time reading your text and outside materials in a thought-filled and thoughtful way. This means enjoying what you are reading and thinking about how it may apply to your lives. Don't rush it, but take your time with your material. So many golden nuggets in the readings with opportunity for critical thinking!

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

Outside and in-class daily assignments will parallel chapters/readings in order to help you make these connections with and understand the material. Outside assignments (e.g., chapter reflections, chapter discussion questions asking you to reflect upon the readings, topic approvals, case studies, self-assessments, etc.) will help you prepare for class and find relevance of the course content to your professional lives. In-class activities (e.g., group application activities, chapter discussions and sharing of your outside assignments, brainstorming sessions) will help you apply materials, share ideas, and learn from others. Activities are graded and cumulatively worth 20%.

Assigned activities are to be typed (unless otherwise noted) and loaded in D2L prior to the start time of class. Have physical access to your assignment in order to engage in class discussion and potentially earn full credit.

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 work. Outside assignments do not get free days. Any assignments completed during class or turned in/uploaded 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:
To help with expectations for activities, each outside assignment and activity will be graded based on earned credit/effort using the following general standards (i.e., assignments will be allocated by points, but follow these general guidelines):

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

**Full:** The response (or participation) is complete and both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based upon 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. Demonstrates respectful behavior (devices put away; collegiality) for in-class work.

**Partial:** The response (or participation) is not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group, or topic at hand; and/or work was completed in class. Some 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 devices are more important than being in class. You must be “present” physically and participatory 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. You are frequently engaged with your devices more than the class or group. Using your devices for non-class purposes or working on another class during this class will earn you a zero for that day and may result in an absence.

**General Guidelines for All Assignments:**

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. Advance notice of being gone is appreciated but does not exempt you from assignments. I don’t judge when things happen, just know full credit cannot be earned. You may want to line up a classmate for any days you miss regarding materials and assignments said during class. Let’s help each other be successful in this class!

For extended or documented special situations, please personally discuss it with me (see below with attendance).

Any material handed in must be your own 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 independent work for assignments that should not look identical to your classmates. (see more details with academic honesty policies).

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

I love what I do and enjoy a relaxed, yet professional 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 – yes!**

Attendance is important as we apply much of the content during class activities and group discussion. I realize life happens and you may need to miss on occasion. You have two “free” class periods/one week regarding in-class work. Please note that any in-class exams or any presentation days (as the speaker or audience member) cannot count as free absences; you must be present on those days to earn credit. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Coming in late or leaving early will count as one of your free days.

**Use these days wisely and save them for personal days or non-university sanctioned activities (e.g., doctor appointments, illness, funeral, family wedding, family travel, helping a friend, unexpected work conflict, personal wellness day, club sport activity). Don’t feel as if you have to take any free days because I would love to see you every day!**

**Additional Absences:** For every absence beyond your free days up to three weeks, you will earn a zero for in-class points and a .1% reduction in your course grade. If you choose to miss 25% of class (7 total absences), you have earned the right to fail the course regardless of your performance on assignments, presentations, or exams, as course outcomes are not fully met.

**Documented** authorized BSU university activities (e.g., university-sanctioned sports, conventions, official academic travel), or other specialized activities (e.g., legal, military) beyond two will be added up to account for one of your days. Prior to the absence, provide...
required documentation of the activity from the advisor, coach, or official of the event indicating dates/times of travel. 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/academics/affairs/academic-policies-procedures/authorized-excused-absences/

**Extreme emergencies** (e.g., funeral, hospitalization) will be dealt with on an individual basis; however, documentation is required for verification of absences. Let me know as soon as possible so we can work through situations together.

**Extended leave circumstances:** If you need to be away from class from an extended period of time (more than two consecutive class sessions) you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave, so please make arrangements with me when to complete any assignments during the leave period. You can complete a leave form at this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

**Expectations of time for in-class contact hours and out-of-class preparation:**
For lecture-based courses, the university policy and the Higher Learning Commission state that for each credit, students will spend “one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester”

Thus, your expected total time commitment for this class is 3 hours in class, and a minimum of 6 hours per week outside of class; a total of 9 minimum hours per week. Please note that some weeks may be more or less than others depending on what is happening in any particular week. Use your time wisely so you can balance this; leaving an assignment until the last minute will ultimately result in more than the minimum to complete an assignment.

Read materials before coming to class to demonstrate your preparedness and willingness to participate in discussion.

**Professional Communication/Visiting with your Professor:**
Often students are not sure what to call their professors, please use my professional name; Dr. Pawlowski, Professor Pawlowski, or Dr. P (which has been popular with students).

Students also 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 by email.

If you do send me an email, please practice professional email etiquette. Indicate the course and topic in the RE: heading. Here’s an example of a professional email:

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RE: Comm 3700 (or Persuasion Comm Class) – paper topic change

Hi Dr. Pawlowski (or Hi Dr. P),

I know I submitted a topic approval for my paper, but I was thinking of changing the persuasive lens I want to research. I originally had Rank’s Model, but I would like to switch to Aristotle’s pathos-logos-ethos. Can I use Aristotle instead? If so, I can submit another approval with more details of what I want to do for the paper.

Thanks,
Jill Johnson
```

With email, I will respond to your question at my first opportunity (sometimes within minutes/few hours, so please check your email), but ideally, I need a reasonable time (minimum of 24 hours) for responding to questions. Keep in mind that if you have a quick question, 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 time and energy waiting for a response. Also, sending an urgent email, the night before an
assignment is due with “How do I do the assignment?” is not a reasonable request or 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 an attached document asking me to pre-grade, correct, fix errors, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, set up an appointment or come to open office hours 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. Five minutes in person may be more fruitful than 10 emails back and forth 😊

Classroom Environment of Professional and Respectful Behaviors:
There are some general expectations that cut across any academic learning environment that will help you be the most successful in class. As a communication course, we will practice professional communication behaviors. To help facilitate this, the following will help to cultivate a comfortable, cooperative, and enjoyable space of learning.

• Feel free to come to class a bit early to visit with your classmates prior to the start of class, so you are prepared to focus when class begins. Coming to class and being on your phone until the second class begins is not getting to know your classmates.
• Feel free to share your ideas in class; however, let’s make sure we hear from everyone; I enjoy hearing from multiple voices in the classroom, 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, stretch yourself and try to voice your ideas so we can hear your great thoughts. A nice, shared balance is a great way to learn from everyone.
• Please visit with me privately if you have concerns about the nature of the course; sharing ideas publicly in class is not an appropriate forum for class concerns.
• Look and act like a professional; dress appropriately and demonstrate active listening. Use positive communication (including no cussing) and facial expressions (your expressions are seen by everyone, including your instructor), and think about your visual presence and dress in the classroom. Our academic classroom is a professional classroom.
• Allergies and Being Air Aware – often people have invisible illnesses, allergies, and sensitivities from foods or scents (i.e., cologne, perfumes, aftershave, lotions, essential oils); please be consciousness of this, as it can make others quite sick from airborne, contact, or smell of certain substances or foods. Please let me know if you have any food allergies.
• Being in class means not working on other classes during this class or being on your phone. Slip out for a few minutes and come back in if you need to take care of something.

BOTTOM LINE - We are human. Things will happen, but let’s make it the most enjoyable atmosphere. We’ll learn together with grace and respect for each other 😊

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. Respect also means eliminating disruptive behaviors such as arriving late and leaving early, working on material from another class, being on your phone, creating side conversations/chats, consistently dominating conversation, or creating undue noise that can distract others.

Civility is a cornerstone of society. We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. 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). Civility and respect for others’ ideas, lifestyles, or topics are indicators of maturity, critical thinking, and discernment. Incivility will not be tolerated. Likewise, the classroom is not a forum for unlimited expression of one’s ideas that are unrelated to the instructor’s plan for the day, and the instructor may place limits on such expression. Profane, inappropriate, ethnic, disrespectful, gendered, racial, or lifestyle-related comments or behaviors are unacceptable and violations of the Code of Conduct. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer, and you could be subject to a judicial hearing. Refer to the code of conduct at this site for further information https://www.bemidjistate.edu/offices/student-life-success/handbook/

We will be creating our own Communication Civility [Respect] Code for identifying appropriate and respectful communication behaviors during class.
Electronic Respectful Behaviors: To create cooperative learning, turn off and/or silence electronics (including iWatches) and put moveable devices 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 or multitask, it lowers your concentration regarding the material at hand.

Previous students (via research and in my classes) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). When you text or use social media in class for non-class related items, it tells others that you don’t care about your classmates, the class, me, or your own learning. 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, pulling up your eBook, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone.

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

Taping/Using Class Materials/Copyrighted Material/Social Media Behaviors:
The use of electronics is often connected to course materials; however, we need to use them appropriately and respect our classroom space. DO NOT record or take picture of class activities, discussion, or lectures without prior written or verbal permission. It is a violation of privacy, as materials contain others and my own intellectual property. UNLESS granted prior written approval or for approved accommodations or from your professor for the nature of class, recording audio or video of class sessions, taking pictures, or re-distributing any material from your professor or classmates for the purposes of social media, personal use, giving to other students etc., is not allowed.

There are various examples of how this works. For example, taking pictures of academic items (group project, diagram or mind mapping from the board, etc.) is allowable with permission for your professional learning purposes. Also, on occasion, I may take photos for professional BSU purposes to share on the Communication Studies website, social media, or to advertise for the program, which is different than using photos for personal use. Please let me know if you are on a “no photo” list via BSU.

However, taking photos/digital recording of what someone (including your professor) is wearing, presenting, or doing to put on personal social media is in poor taste, disrespectful, and prohibited. This is, in part, due to legal uses related to unpermitted student publishing on social media of lecture clips or presentations that could be taken out of context. If you are unsure, ask!

Learning Needs/Accessibility Services/Physical and Mental Health Needs:
I will mix 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.

• Accessibility Services: I try to build a class that is easily accessible for all students and would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. If you need the syllabus or other instructional material to be provided in an alternative format, or request accommodations or other services, you may contact the Office of Accessibility Services in Decker 202. Phone: (218) 755-3883, or E-mail address: accessibility@bemidjistate.edu. Additional information related to these issues can also be found at: https://www.bemidjistate.edu/services/accessibility/. I am always happy to work with them and will treat anything you or the Accessibility Office tell me with respect and discretion.

• Student Health and Counseling Services: Never be afraid to ask for help if you are feeling out of sorts. 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 physical or mental health concerns or stressful events that begin to impact your academic performance and your well-being. 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. You may contact them via their phone number (218) 755-2053 or website: http://www.bemidjistate.edu/students/services/health_counseling/
• The Advising Success Center is also available to help you with academic needs to get you back on your feet! 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 if you feel like you are in your work or feel like 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, post something in D2L, and/or have a note put on the classroom door with details.

Late Work for Larger Graded Assignments: Assignments are considered late after the start of class period they are due (regardless of D2L or hard copy submission – D2L must be posted prior to start of class). Late papers up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late (four to seven days will earn 20%); anything beyond one week/7 calendar days will not be graded and will receive a zero. Please note this policy is only for larger assignments; chapter connections and application activities are worth 50% if they are late. This late policy is enforced to be fair to others in the class, and to keep you from falling behind on assignments. Emergencies will be dealt with on an individual basis but will require documentation.

Missed Presentations/Interviews: Please don’t do it! Check the syllabus for presentation due dates and plan accordingly.

• No shows for presentations, or any other reason for missing a presentation/interview without valid documentation will likely earn a zero, or at the very most, 50% of total points earned. Presentations need to be made up within one week and may/may not be able to be presented in class; your audience or interview partner may be faculty members.

• If something unexpectedly comes up, you need to have your materials in D2L to demonstrate good faith effort of being prepared regardless of outside circumstances. Thus, a flat tire without materials loaded on the day of your assignment/interview does not necessitate earned make-up time.

• If you know you will be out of town for university activities or any other special circumstance (with valid documentation), coordinate with me in advance 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.

Please do not skip 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: Exams are to be completed on the assigned dates. If there are concerns about exam days due to university-related/specialized activities, provide documentation and visit with me before the day of the exam so your exam can be taken at a date decided upon by you and me; preferably before travel. No shows for exams, or any other reason for missing an exam without valid documentation may earn a zero, or at the very most, 50% of total points earned. I reserve the right to provide such make-up exams as a different exam or in an alternate format. Exams need to be made up within one week. Emergencies will be handled on an individual basis but will require documentation.

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

Extra Credit: Not an option unless there is opportunity for everyone to complete extra credit. Individual extra credit is never granted.

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/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. Unethical behavior/plagiarism of any sort is a serious matter; document source material properly and
prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following is a general description 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 includes using materials from other students from this same course or from any other course (currently or from the past) as your work (papers/presentations…) or re-using your own work from another course. In addition, you cannot buy papers online and claim it as your own. Material taken from any source including internet/websites must be appropriately and fully documented. I will submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will 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: https://www.bemidjistate.edu/offices/student-life-success/handbook/.

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

Writing Resource Center:

<table>
<thead>
<tr>
<th>The Writing Resource Center offers free, one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more.</th>
<th><a href="https://www.bemidjistate.edu/services/wrc/for-students/online-tutoring/">https://www.bemidjistate.edu/services/wrc/for-students/online-tutoring/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Resource Center (if in-person abilities) AC Clark Library - room 326</td>
<td>Phone: (218) 755-3919</td>
</tr>
</tbody>
</table>

Grading Procedures and Policies

Assignments are graded with points converted to a percentage (a similar system exists with exams). At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Out of fairness to everyone, these are strictly followed as per the grade scale identified below.

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 and making an argument at the end of the semester for extra credit or to obtain a higher grade will not be considered. Your earned final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated end 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.

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>67-69.99</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. 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, & 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.

**Incompletes:** Incompletes are not granted unless extreme, documented circumstances make it impossible to finish the course.

For record keeping, 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. I will periodically update D2L grades; but it may not be daily – be patient!

<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>Analysis Papers - 24%</td>
<td>Paper 1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Paper 2</td>
<td>12</td>
</tr>
<tr>
<td>Persuasive Group Project - 26%</td>
<td>Report Presentation Written Materials Peer Evaluation</td>
<td>26</td>
</tr>
<tr>
<td>Chapter Connections and Assignments: Activities/Application/Preparation - 20%</td>
<td>Various in-class activities and out-of-class written assignments; topic approvals, chapter analyses, persuasive example sharing, discussion questions, code of ethics, etc.</td>
<td>20</td>
</tr>
<tr>
<td>OVERALL Total Percentage</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**“Living” Course Schedule – subject to change if necessary**

- The following is a tentative schedule and is subject to change if needed due to class progression or emergencies. I will inform you of any schedule changes verbally and/or in writing.
- Many chapters have application exercises and discussion questions; you will be asked to complete some as out-of-class assignments and some will be done for in-class activities – stay tuned for chapter specifics. You will be informed at least one class period in advance for out-of-class exercises. I will update syllabus with chapter assignments.
- Larger graded assignments, presentations, exams, and some out-of-class assignments are listed in the last column. Though not all listed, assume daily in-class work and activities (that accumulates points) will occur. 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 fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!
- We will utilize the text frequently in class; please have your text handy for class.
- Remember your final time period is a presentation – plan accordingly to be present during finals week.
- Though not identified for all days, assume in-class activity/breakout groups for most days of class.
- Unless otherwise instructed, ANY assignment needs to be timestamped in D2L prior to the start of class on the due date to potentially earn full credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity In-class and What is Due Ass’t = Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Jan 12</td>
<td>Course Introduction/Syllabus</td>
<td>Group introductory activity</td>
</tr>
<tr>
<td>Thursday Jan 14</td>
<td>Begin Chapter 1 (if time) – The Concept of Persuasion</td>
<td>Class Introductions</td>
</tr>
<tr>
<td>Tuesday Jan 19</td>
<td>Chapter 1 con’t</td>
<td>Ass’t Due: Student Data</td>
</tr>
<tr>
<td>Thursday Jan 21</td>
<td>Outside reading/notes: Rank’s Model of Persuasion and Doublespeak</td>
<td></td>
</tr>
<tr>
<td>Tuesday Jan 26</td>
<td>Chapter 2 – Attitudes: Definition, Formation and Measurement</td>
<td>Ass’t Due: Ch 2 discussion questions 1, 4, &amp; 6 (p. 39)</td>
</tr>
<tr>
<td>Thursday Jan 28</td>
<td></td>
<td>See ass’t in D2L related to depth and format for discussion questions</td>
</tr>
<tr>
<td>Tuesday Feb 2</td>
<td>Chapter 3 con’t</td>
<td>Ass’t Due: Ch 3 discussion questions 2 &amp; 3</td>
</tr>
<tr>
<td>Thursday Feb 4</td>
<td>Chapter 13 – Ethics</td>
<td>Ass’t Due: Topic Approval for Analysis #1</td>
</tr>
<tr>
<td>Tuesday Feb 9</td>
<td>Chapter 13/notes con’t</td>
<td>Ass’t Due: Personal Code of Ethics</td>
</tr>
<tr>
<td>Thursday Feb 11</td>
<td><strong>Exam 1</strong> – Covers Chapters 1-2-3-13 and any additional notes I provided in class or put on D2L</td>
<td><strong>Exam 1</strong> – Covers Chapters 1-2-3-13 and any additional notes I provided in class or put on D2L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (chapters/materials to be read for this day)</th>
<th>Specific Related Assignments/Activity In-class and What is Due Ass’t = Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Feb 16</td>
<td>Chapter 4 – Source Factors</td>
<td>No outside/written ass’t, but read the italicized scenarios at the beginning of the chapter and be prepared to share ideas.</td>
</tr>
<tr>
<td>Tuesday Feb 23</td>
<td>Begin Chapter 5 – Message Factors</td>
<td>Ass’t Due: Ch 5 discussion questions 5 &amp; 6 In-Class: Analysis of messages</td>
</tr>
<tr>
<td>Thursday Feb 18</td>
<td></td>
<td>Analysis of Malala’s speech</td>
</tr>
</tbody>
</table>

**Note:** Ass’t = Assignment
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Chapter 5 con’t</td>
<td><strong>Ass’t Due:</strong> Analysis Paper #1</td>
</tr>
<tr>
<td>Feb 25</td>
<td></td>
<td>Further discussion of group project – groups identified</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 6 – Receiver and Channel Factors</td>
<td>Group work on topics</td>
</tr>
<tr>
<td>Mar 2</td>
<td></td>
<td>In-class: Group Topic Approval Submitted by end of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class: Analysis of speech</td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 6 con’t</td>
<td>Ass’t Due: Topic Approval for Analysis #2</td>
</tr>
<tr>
<td>Mar 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 9-11</td>
<td>Spring Break – No Classes</td>
<td>No Classes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 6 con’t</td>
<td></td>
</tr>
<tr>
<td>Mar 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td><strong>Exam 2</strong> – Covers Chapters 4-5-6 and any additional notes I provided in class or put on D2L</td>
<td>Exam 2 – Covers Chapters 4-5-6 and any additional notes I provided in class or put on D2L</td>
</tr>
<tr>
<td>Mar 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 7 – The Role of Theory in Persuasion</td>
<td></td>
</tr>
<tr>
<td>Mar 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 7 con’t</td>
<td>Ass’t Due: submit group progress report on D2L <strong>Plan is due today if it has not been completed already</strong></td>
</tr>
<tr>
<td>Mar 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 8 – Social Judgment Theory</td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 8 con’t</td>
<td>In-Class: Activity of social judgment – persuasive societal statements</td>
</tr>
<tr>
<td>Apr 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 9 – Consistency and Cognitive Dissonance Theory</td>
<td></td>
</tr>
<tr>
<td>Apr 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>April 7th - Student Achievement Day</strong></td>
<td>Good luck if you are presenting; go support your student colleagues!</td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 9 con’t</td>
<td></td>
</tr>
<tr>
<td>Apr 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Chapter 11 – Elaboration Likelihood Model</td>
<td><strong>Ass’t Due:</strong> Analysis Paper #2</td>
</tr>
<tr>
<td>Apr 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 12: Compliance</td>
<td></td>
</tr>
<tr>
<td>Apr 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Group Work</td>
<td>In-class: Group Work</td>
</tr>
<tr>
<td>Apr 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Exam 3 — Covers Chapters 7-8-9-11-12 and any additional notes I</td>
<td>Exam 3 — Covers Chapters 7-8-9-11-12 and any additional notes I provided in class or put on D2L</td>
</tr>
<tr>
<td>Apr 22</td>
<td>provided in class or put on D2L</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Group Paper Workshop — bring materials to class</td>
<td>Group Paper Workshop</td>
</tr>
<tr>
<td>April 27</td>
<td>Course evaluations</td>
<td>Bring materials for presentation planning</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>Ass’t Due: Persuasive Group Paper and Persuasive Message for all</td>
<td></td>
</tr>
<tr>
<td>April 28th</td>
<td>groups 12 NOON</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>NO Classes – Reading and Review Day</td>
<td>NO Classes – Reading and Review Day</td>
</tr>
<tr>
<td>Apr 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td>Final timeslot: 3:30-5:30 Group Presentations</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 5th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NICE JOB FOLKS —**

Another semester in the books 😊
Use this form to:
Modify an existing program in BSU’s program list

<table>
<thead>
<tr>
<th>Type of Degree to be modified</th>
<th>☐ M.S. ☐ M.A. ☐ Applied Masters ☐ Master Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ B.S. ☐ B.S. TL ☒ B.A. ☐ B.A.S. ☐ B.F.A.</td>
</tr>
<tr>
<td></td>
<td>☐ Certificate ☐ Minor ☐ Emphasis ☐ Other</td>
</tr>
<tr>
<td>Current Program Title</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>Proposed Program Title (if different)</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>Is the program description changing? If yes, indicate the revision</td>
<td>☒ No ☐ Yes, the revised description is listed below.</td>
</tr>
</tbody>
</table>

- This description is seen at [https://www.minnstate.edu/campuseprograms/index.html](https://www.minnstate.edu/campuseprograms/index.html)

Indicate the reason(s) for the program modification:

1. We are needing to remove the “COMM 3150 or SOWK 2110” from required electives; they are essentially the same course, and we have already have COMM 3150 as a required course in the major.

2. We are modifying 12 courses; one shifting from non-Core to Core area 5.

3. We are doing slight language changes to existing learning outcomes where necessary to clarify, make language more inclusive, and to include to the resiliency traits.

Are the program outcomes changing? ☒ No ☐ Yes, the revised program outcomes are listed below.
If content (eg courses, outcomes, content areas) from other departments are a part of the modifications to this program, a notification must be made to the chair(s) of those departments.

- Yes, this program includes courses from other departments
- No, this program does NOT include courses from other departments

- If yes above, the home department/program was notified that this program includes courses from their department that are being added or removed:
  - Who was notified? Brenda Mack, Chair of Social Work
  - What was Notification Date? 9-22-2022

- I have copy/pasted my notification(s) and any comments received within one week of this notification at the end of this document.

Master level specific programs
MinnState 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment at the 6000 course level.

- Yes, this master level program still meets the 50% MinnState rule with these modifications
- No, this master level program does not meet the 50% MinnState rule because it is a certificate
- No, this master level program does not meet the 50% MinnState rule because of a different reason indicated below.

Will the program Delivery Format change? If yes, to what?

- No change to the delivery format
- Yes, the delivery format is changing to:
  - Land plus: face-to-face where some online courses may be available
  - Online plus: offered entirely online with face-to-face options available
  - Online exclusively: must be completed entirely online, No face-to-face

Is this a Transfer Pathway?

- No, this is not a MinnState Transfer Pathway
- Yes, this is a MinnState Transfer Pathway
  - Yes, I’ve included the Transfer Pathway Crosswalk Learning outcomes at the end of this document

***We are in process of creating a transfer pathway but it is not yet complete.

Note: For joint programs, signatures of all department chairs and deans must be included on the signature page.

Copy/paste the current program from the course catalog below & indicate the proposed revisions following the instructions below

1. Go to the catalog; select the appropriate Area of Study; select the program to be modified
2. Copy/paste the current program below
3. Indicate additions to the program in red & anything being removed from the program using a strikethrough.
Communication Studies, B.A. major

Required Credits: 36
Required GPA: 2.50

I REQUIRED COURSES

Complete the following courses:

- COMM 1100 Public Speaking (3 credits)
  
  or COMM 2100 Career and Professional Communication (3 credits)
  
  or COMM 3100 Interviewing (3 credits)
- COMM 2000 Applied Communication Theory (3 credits)
- COMM 3000 Applied Research Methods (3 credits)
- COMM 3120 Communication in a Diverse Society (3 credits)
- COMM 4000 Capstone in Communication and Community Connections (3 credits)

II REQUIRED ELECTIVES

Select 21 credits (not used above) from the following
in consultation with your advisor:

- COMM 1090 Interpersonal Communication (3 credits)
- COMM 1100 Public Speaking (3 credits)
- COMM 2100 Career and Professional Communication (3 credits)
- COMM 3100 Interviewing (3 credits)
- COMM 3110 Organizational Communication (3 credits)
- COMM 3120 Communication in a Diverse Society (3 credits)
  
  or SOWK 2110 Intercultural Communication (3 credits)
- COMM 3130 Family Communication (3 credits)
- COMM 3150 Gender Communication (3 credits)
- COMM 3170 Health Communication (3 credits)
- COMM 3400 Environmental Communication (3 credits)
- COMM 3500 Communication and Conflict (3 credits)
- COMM 3600 Small Group Communication (3 credits)
  
  or PSY 3337 Group Processes (3 credits)
- COMM 3700 Persuasion and Communication (3 credits)
- COMM 4100 Advanced Public Presentation (3 credits)
- COMM 4160 Business Communication (3 credits)
- COMM 4200 Special Topics in Communication Studies (3 credits)
- LEAD 3500 Theories and Contexts of Leadership (3 credits)
Indicate a “clean copy” the proposed program below (how it will appear in the catalog without the marked changes)

Communication Studies, B.A. major

Required Credits: 36
Required GPA: 2.50

I REQUIRED COURSES

Complete the following courses:

- COMM 1100 Public Speaking (3 credits)
  or COMM 2100 Career and Professional Communication (3 credits)
  or COMM 3100 Interviewing (3 credits)
- COMM 2000 Applied Communication Theory (3 credits)
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- COMM 3110 Organizational Communication (3 credits)
- COMM 3130 Family Communication (3 credits)
- COMM 3150 Gender Communication (3 credits)
- COMM 3170 Health Communication (3 credits)
- COMM 3400 Environmental Communication (3 credits)
- COMM 3500 Communication and Conflict (3 credits)
- COMM 3600 Small Group Communication (3 credits)
  or PSY 3337 Group Processes (3 credits)
- COMM 3700 Persuasion and Communication (3 credits)
- COMM 4100 Advanced Public Presentation (3 credits)
- COMM 4160 Business Communication (3 credits)
- COMM 4200 Special Topics in Communication Studies (3 credits)
- LEAD 3500 Theories and Contexts of Leadership (3 credits)
Hi Donna;

Sorry for not circling back. Our team appreciates the information and we do not have any additional questions or comments.

Thanks,
Brenda

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Hi Brenda,

Just checking in to see if there were any questions about the removal of that course. I’m needing to share the curriculum changes with the department but wanted to check in with you as well.

Thanks,
Donna

Dr. Donna Pawlowski, PhD | Professor of Communication Studies | Department Chair of Sociology and Communication Studies | Director of Academic Service-Learning Faculty Program | Co-Director of Center for Professional Development
Bemidji State University | 1500 Birchmont Drive NE #27, Bemidji, MN 56601 donna.pawlowski@bemidjistate.edu
Campus Address: Sattgast Hall 215E | (218) 755-2487

We educate people to lead inspired lives.

Hi Donna;

Thanks for reaching out and letting me know. I will bring this up in our faculty meeting next week and circle back if we have any questions or comments.
Have a wonderful day.

Brenda

From: Pawlowski, Donna R <Donna.Pawlowski@bemidjistate.edu>
Sent: Thursday, September 22, 2022 10:11 PM
To: Mack, Brenda M <Brenda.Mack@bemidjistate.edu>
Subject: COMM curriculum changes re SOWK 2110

Hi Brenda,

I wanted to let you know that since we teach the COMM 3120 Communication in a Diverse Society as a core requirement for our major, we are dropping the SOWK 2110 Intercultural Communication course from our curriculum electives for the BA, as it would be redundant with the COMM class. Should there be students who want to major in both programs, we can consider substitutions at that time, so students don’t need to take both courses to fulfill requirements.

We will, however, keep the SOWK course as an elective in the minor. Right now, students can take either the COMM or SOWK course as an elective, which still works fine for the minor.

Please let me know if you have any questions about this change.

Thanks,
Donna

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Hi Donna,

I have no concerns! Sounds like a wonderful addition to the courses.

Layna

From: Pawlowski, Donna R <Donna.Pawlowski@bemidjistate.edu>
Sent: Sunday, September 18, 2022 6:00 PM
To: Cole, Layna <Layna.Cole@bemidjistate.edu>
Subject: COMM classes related to curriculum changes

Hi Layna,

I hope all is well!

As COMM courses are part of your Early Childhood electives I wanted to inform you that we are submitting CORE curriculum changes to include resilience traits in the courses listed below.

COMM 3120 Communication in a Diverse Society (3 credits)  
  Traits communication and empathy  
COMM 3130 Family Communication (3 credits)  
  Traits communication and knowledge

Please let me know if you have any concerns about the addition of the modification to these courses.

Thank you,
Donna

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Hi Donna,

Thanks for reaching out. We had just talked about doing a program proposal to update our elective courses for Leadership Studies. Please remind us of the courses you were thinking of. I’d like to consider them before I write up the proposal.

Thanks,
Virgil

Hi again,

Anna, I sent the original note to Virgil about Env Comm, didn’t know if you wanted a copy of it also.

And Ps – I know we talked about adding COMM classes to the leadership program; just didn’t know if you were doing that this round with any modifications to CORE classes or curriculum proposals you might be sending up.

We had talked about a few courses, but here is our flyer again if it’s helpful.

FYI - Thanks,
Donna

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I hope all is well!

As several COMM courses are part of your curriculum (via required or electives), I wanted to inform you that we are submitting CORE curriculum changes to include resilience traits in the courses listed below. The course outcomes and assessment plans themselves are not changing, as we already incorporate these traits in the courses.

COMM 1090 Interpersonal Communication (3 credits)
  Traits communication and empathy
COMM 1100 Public Speaking (3 credits)
  Traits communication and knowledge
COMM 2100 Career and Professional Communication (3 credits)
  Traits communication and knowledge
COMM 3120 Communication in a Diverse Society (3 credits)
  Traits communication and empathy
COMM 3400 Environmental Communication (3 credits)
  Traits communication and knowledge
COMM 3500 Communication and Conflict (3 credits)
  *Submitting for goal area 5 with traits of communication and adaptability
COMM 3700 Persuasion and Communication (3 credits)
  Traits communication and reasoning

Please let me know if you have any concerns about the addition of these modifications to these courses. We will be submitting packets to the Curriculum Coordinator by October 10th.

Thank you,
Donna

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Campus Address: Sattgast Hall 215E | (218) 755-2487

From: Webb, Derek <Derek.Webb@bemidjistate.edu>
Date: Sunday, September 18, 2022 at 2:56 PM
To: Pawlowski, Donna R <Donna.Pawlowski@bemidjistate.edu>
Subject: RE: COMM 1100 and 2100

Hello Donna,

I have no concerns. Thank you for letting me know.
Hi Derek,

As COMM 1100 Public Speaking and 2100 Career and Professional are part of your curriculum, I wanted to inform you that we are submitting CORE curriculum changes to include resilience traits of communication and knowledge to those two courses. The course outcomes and assessment plans themselves are not changing, as we already incorporate these traits in the courses.

Please let me know if you have any concerns about the addition of these two traits added to these courses. We will be submitting packets to the Curriculum Coordinator by October 10th.

Thank you,
Donna
Hi Pat,

As COMM courses are part of the some of your programs’ electives (Poly Sci, Pre-Law, International Relations), I wanted to inform you that we are submitting CORE curriculum changes to include resilience traits in the courses listed below.

COMM 1090 Interpersonal Communication (3 credits)
   Traits communication and empathy
COMM 1100 Public Speaking (3 credits)
   Traits communication and knowledge

Please let me know if you have any concerns about the addition of these modification to these courses.

Thank you,
Donna

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Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department’s faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.