

Liberal Studies Course Proposal Template

15-35a
LSC: AP. 8/27/15
UWUCC: R - 9/1/15
W - 7/20/16

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If new LS course, complete Templates A and C. If LS course revision, complete Templates B and C.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person(s)	B. Gail Wilson	Email Address	bgwilson@iup.edu
Proposing Department/Unit	Communications Media	Phone	7-3210

<p>1. Liberal Studies Course Designations</p> <hr style="border-top: 1px dashed black;"/> <p>Learning Skills: <input type="checkbox"/> English <input type="checkbox"/> Mathematics</p> <hr style="border-top: 1px dashed black;"/> <p>Knowledge Area: <input type="checkbox"/> History <input type="checkbox"/> Literature <input type="checkbox"/> Philosophy or Religious Studies <input type="checkbox"/> Fine Arts</p> <p style="padding-left: 40px;"><input type="checkbox"/> Natural Science Laboratory <input type="checkbox"/> Natural Science Non-Laboratory <input type="checkbox"/> Social Science</p> <p style="padding-left: 40px;"><input type="checkbox"/> Dimensions of Wellness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Global and Multicultural Awareness</p> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> Writing Intensive</p> <hr style="border-top: 1px dashed black;"/> <p>Liberal Studies Elective (please mark the designation(s) that apply – must meet at least one)</p> <p><input type="checkbox"/> Global Citizenship <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Oral Communication</p> <p><input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Scientific Literacy <input type="checkbox"/> Technological Literacy</p>
<p>2. Expected Undergraduate Student Learning Outcomes (EUSLOs) – Describe how each Student Learning Outcome in the course enables students to become <i>Informed Learners, Empowered Learners, or Responsible Learners</i> (see http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694).</p> <p>Please see attached matrix</p>
<p>3. Description of the Required Content for this Category – <i>Narrative on how the course will address the Selected Category Content</i></p> <p>While initially designed as a Communications Media course, this course lends itself well to students from any major as the primary objectives are to help students research, organize and deliver effective presentations. This course is somewhat different from a traditional public speaking course in that students use more of an extemporaneous style of speaking rather than speaking from a prepared manuscript, more consistent with professional practice. As currently designed, the course incorporates three individual and two team presentations, that will more than meet the oral</p>

Template C

communication requirement for the Liberal Studies Elective category. The course assignments, lectures, readings and discussion will accommodate both requirements as stated in the Liberal Studies Electives course proposal guidelines of having oral communication activities integrated into the course content and providing guidance for students on researching and organizing the content of oral communication activities. As noted above the course also addresses the other EUSLOs in the Empowered Learner category for oral communication.

4. All Liberal Studies courses are required to include perspectives of diverse cultures and have a supplemental reading. Please answer the following two questions.

a) Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please describe how your course will meet this criterion.

As currently designed, the course includes an instructional presentation requirement. Two of the acceptable topics include instruction on the varying communication styles of men and women and the importance of cross-cultural and intercultural communication. Additionally, for the digital oratory persuasive presentation, students must select a topic of social or political significance. These topics often reflect the concerns of women, minorities and other underrepresented groups.

b) Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

As currently designed, students are required to read eight supplemental articles on various aspects of presentation design and presentation making and then take quizzes on the content of those articles. Some articles presently in use include: *Is Public Speaking Really Feared More than Death?*, *Serving our Communities with Public Speaking*, *The Art of the Public Narrative*, *Digital Oratory*, *The Power of Multi-media Presentations*, *Constructing Common Ground for Cross-cultural Communication*, *Stereotype Threat and Female Communication Styles*, *On Learning to be Assertive: Women and Public Discourse*.

COMM 205 Syllabus of Record Course Objectives Matrix for Liberal Studies elective

<p>1. understand the importance of public presentations in college and career situations</p>	<p>Demonstrate critical thinking skills including analysis, application and evaluation</p> <p>Demonstrate reflective thinking and the ability to synthesize information and ideas</p>
<p>2. organize, write and deliver effective presentations</p>	<p>Demonstrate effective oral and written communication abilities</p> <p>Demonstrate information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</p> <p>Demonstrate reflective thinking and the ability to synthesize information and ideas</p>
<p>3. design effective media for use with presentations</p>	<p>Demonstrate effective oral and written communication abilities</p> <p>Demonstrate ease with textual, visual and electronically-mediated literacies</p> <p>Demonstrate reflective thinking and the ability to synthesize information and ideas</p>
<p>4. understand how media is used to enhance presentations</p>	<p>Demonstrate ease with textual, visual and electronically-mediated literacies</p>
<p>5. develop confidence in making presentations</p>	<p>Demonstrate effective oral and written communication abilities</p>
<p>6. evaluate presentation skills and work to improve effectiveness as a presenter</p>	<p>Demonstrate effective oral and written communication abilities</p> <p>Demonstrate critical thinking skills including analysis, application and evaluation</p> <p>Demonstrate reflective thinking and the ability to synthesize information and ideas</p>
<p>7. analyze audience characteristics</p>	<p>Demonstrate critical thinking skills including analysis, application and evaluation</p>

8. critically analyze other presentations to learn new presentation techniques	Demonstrate critical thinking skills including analysis, application and evaluation
9. understand the importance and need for small group interaction and team building for making group presentations	Demonstrate critical thinking skills including analysis, application and evaluation