

COMMUNICATION

FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM

Rationale: Please provide a rationale for the course which explains how the course being proposed fits into this component based on the component's description. For your convenience, the overall description and rationale for this component are included below.

Communication (from THECB Chapter 4: 4.28)

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience
- The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork and Personal Responsibility.
 - Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
 - Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
 - Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
 - Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making

Rationale for Inclusion in this Category: Although English 111 is in the institutional option, it meets the requirements of a core Communications course. Students in these courses write papers that ask students to develop ideas for topics using class discussion, assigned texts (print and/or electronic), and in some cases, interviews with classmates or family members, to develop their ideas about topics ranging from computer technology, television, and film. Students then generate multiple drafts, revising and editing their papers in stages, and their revision focuses on clarifying their writing to meet the demands of an unfamiliar academic audience.

Students in English 111 engage in critical thinking through their analysis of texts, their discussions with classmates about the material they've read, and in their revision work with their peers. Assigned papers in this course ask students to use material they've

read (and in some instances, gathered from interviews) to support their own views on the topics they're writing about. Throughout the English 111 course, students must engage in communication with their peers and their instructor, often communicating through small group work, full class discussions, peer review, and individual consultation with their instructor. Students engage in teamwork through their classroom discussions about the material they've read in class and through feedback that they give their peers through peer revision. Finally, personal responsibility is addressed through the use of citing sources throughout their writing; students learn that they must assume responsibility for reading and interpreting other sources and being able to accurately quote directly or paraphrase the published ideas of others and discuss them appropriately within their own texts.

Although it is not mentioned in this list, English 111 courses are also assessed for student use of computer technology within the composing process. Final drafts of student texts must be word processed, and students frequently draft and revise papers in Word during the entire drafting process. Students learn how to format their papers, and in some cases, students may engage in readings that require them to go online to read their texts and then incorporate them into their papers.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Communication

Course Prefix/Number: English 111

Course Title: Introduction to Composition

Core Objective: Critical Thinking CT1: Students will be able to evaluate evidence in analysis, interpretation or arguments

Course SLO(s): Students will write academic essays for particular academic contexts and rhetorical situations demonstrating their ability to evaluate evidence in analysis, interpretation, or arguments.

Learning Activities: Students will generate outlines of their papers; students will apply information gained from reading texts and using other sources to write rough drafts.

Means of Assessment: 80% of students who submit 3-5 major essays (including the final exam) will demonstrate a well-developed intellectual position through appropriate academic discourse, which will be evaluated by a rubric used by English faculty.

Core Objective: Critical Thinking CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students will develop an intellectual position through analysis of rhetorical situations as demonstrated in writing academic essays.

Learning Activities: Students will discuss articles in class or offer responses to reading quizzes over content of assigned readings; students will use information from readings in 3-5 major essays to support their views on a range of topics.

Means of Assessment: 80% of students will demonstrate the ability to develop an intellectual position through analysis of rhetorical situation as demonstrated in 3-5 major academic essays, which will be evaluated by a rubric used by English faculty.

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.

Learning Activities: Students will generate thesis statements and outlines to organize their major ideas. Students will engage in peer revision sessions with the rough draft.

Means of Assessment: Based on 3-5 assigned essays, 80% of students will demonstrate the ability to invent ideas, plan, and revise texts, which will be evaluated by a rubric used by English faculty.

Core Objective: Teamwork TW1: Students will work in coordination to complete specific tasks.

Course SLO(s): Participation in and contribution in a peer review group either during the drafting process and/or at the conclusion of the drafting process

Learning Activities: Students will analyze and comment on rough drafts of papers (not their own) using a comment sheet provided by the instructor. Students may also provide oral feedback to peers in addition to written comments.

Means of Assessment: 80% of students will participate in peer review sessions for the rough draft of 3-5 academic papers, which will be evaluated by the presence of peer review sheets, filled in by participating students, that will appear in the student portfolio.

Core Objective: Personal Responsibility PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making

Course SLO(s): Students will demonstrate the ability to correctly use direct quotes and paraphrased examples from primary and/or secondary sources within their essays.

Learning Activities: Students will identify direct and paraphrased examples in revision activities and students will check their rough drafts in class for accuracy of their citation work.

Means of Assessment: 80% of students will demonstrate their ability to correctly cite examples from other sources in 3-5 academic papers which will be evaluated through a rubric used by English faculty.

Additional objectives at the discretion of the department.

Core Objective: T1: Technology literacy skills in word-processing, presentation, computation and spread sheet, communication, and library research data bases

Course SLO(s): Students will demonstrate basic technology literacy skills in word processing, presentation, computation and spread sheet through the use of word processing.

Learning Activities: Students will format papers according to guidelines presented by the instructor (and will format papers in lab).

Means of Assessment: 80% of the students will demonstrate basic technology skills through examples of revised 3-5 final word processed drafts, or the presence of academic electronic sources in the portfolio, which will be evaluated through a rubric used by English faculty.

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature _____

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.
(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)