

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: English 112 meets the requirements of a core Communications course in several ways. Students in these courses engage in documented inquiry that ask students to develop ideas for their initial foray into academic research. Students read texts that focus on areas related to their research topic, learn how to navigate the library's database system and its online catalog in order to find appropriate academic sources, and students also learn basic principles of field research. Students meet in class to discuss their research, to share with classmates where research can be found, and engage in peer review so that students can get feedback from their potential audience (other students and faculty in English 112 classes at Tarleton). Students continue to build on their previous writing ability by generating multiple drafts, revising and editing their papers in stages, revising their

papers for potential publication in *The Popken Writer* (a collection of research papers from English 112).

Students in English 112 engage in critical thinking through their analysis of texts that they are initially assigned, but then obtain on their own. These texts often come from publications in their major area, and include books and peer-reviewed journals. Assigned papers in this course ask students to use material they've read (and in some instances, gathered from interviews with experts in their field) to support their inquiry into a specific topic related to an area of interest that students have. Throughout the English 112 course, students continue to 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 their research topic and through feedback that they give their peers through peer revision. Personal responsibility is addressed through use of citation systems such as MLA and APA; students learn that they must assume responsibility for reading and interpreting other sources and being able to accurately cite material from other sources according to the standards of these academic citation formats, and discuss them appropriately within their own texts. The consequences of plagiarism are also discussed in this course.

Although it is not mentioned in this list, English 112 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 learn how to access the library's online catalog and the library's databases to find sources appropriate for academic research.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Communication

Course Prefix/Number: English 112

Course Title: College Composition and Research

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

Course SLO(s): Students will demonstrate appropriate communication choices regarding audience, purpose, and genre through their evaluation of evidence by analysis, interpretation, or arguments.

Learning Activities: Students will engage in library database searches to gather academic sources for research-based papers. Students will read and analyze their academic sources in order to assist the writing of a research-based paper.

Means of Assessment: 80% of students will demonstrate the ability to develop an intellectual position through analysis of rhetorical situations through the completion of 3-5 research-based documents, which will be evaluated through a rubric used by English faculty.

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

Course SLO(s): Students will develop an intellectual position through analysis of rhetorical situation and self-directed research that culminates in a research-based paper.

Learning Activities: Students will use research to support their arguments or their evaluation of their documented inquiry. Students will receive feedback from peers as to the effectiveness of their use of information to support their arguments and their findings for their documented research paper.

Means of Assessment: 80% of students will demonstrate the ability to develop an intellectual position through analysis of rhetorical situations, based on 3-5 research-based papers 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 write for and speak to particular academic contexts and rhetorical situations.

Learning Activities: Students will generate topics based on their interest and the assumed interest of their audience. Students will provide an oral presentation (with possible support from PowerPoint or other software) to present their research findings.

Means of Assessment: Based on assigned 3-5 research-based documents, 80% of students will demonstrate the ability to write effectively for particular academic contexts and rhetorical situations which will be evaluated through 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 engage in peer review for all major papers, using comment sheets provided by the instructor.

Means of Assessment: Based on at least three research-based documents, 80% of students will participate in peer review sessions for the rough draft of major papers, which will be evaluated by the presence of peer review sheets, filled in by participating students, which 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 use MLA and/or APA documentation in at least 3 academic papers and not engage in plagiarism.

Learning Activities: Students will handbooks and/or the Purdue OWL to learn the principles of citation in MLA and/or APA.

Means of Assessment: 80% of the students will demonstrate their ability to correctly cite examples from academic research and create an appropriate Works Cited/References page based on assigned citation format. This will be evaluated through a rubric used by English faculty to 3-5 research-based documents.

Additional objectives at the discretion of the department.

Core Objective: T1: Students will apply knowledge of search terms and library databases in order to find appropriate material to support the major points of their major papers.

Course SLO(s): Students will apply knowledge of search terms and library databases in order to find appropriate material to support the major points of their major papers.

Learning Activities: Students will engage in research using electronic databases and the online catalog to find appropriate academic sources. Students will engage in research workshops offered by the instructor in the library.

Means of Assessment: 90% of students who successfully complete English 112 will provide evidence of searching for sources in an online library database that will be used in 3-5 research-based documents. These documents 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)