COMMUN 3050W houstonjb: Survey of Communication Studies - Writing Intensive

History
1. Nov 3, 2016 by Jonathan Cisco ( )
2. Feb 22, 2017 by John Houston (houstonjb)
3. Oct 10, 2017 by John Houston (houstonjb)
4. Sep 14, 2018 by John Houston (houstonjb)

Viewing: COMMUN 3050W houstonjb : Survey of Communication Studies - Writing Intensive
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Proposal Type
I am proposing
Writing Intensive

Contact Information
plit
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Instructor for whom you are submitting proposal:
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Subject Area's Department Chair/Director:

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Term for Proposal
Semester: Spring 2019

Course Catalog Information

Academic Unit: A&S

Subject area: Communication (COMMUN)

Course number: 3050W

Credit hours: 3

Expected enrollment: 120

Full course title: Survey of Communication Studies - Writing Intensive
Catalog description:
A survey of four main areas of the field communication, interpersonal, organizational, political, and mass communication.

General education:
Behavioral Science

Components:
Lecture/Standard with Laboratory

Grading option:
A-F (allow student to choose S/U option)

Prerequisites:
May be restricted to Communications majors through early registration.

Corequisites:

Prerequisites or Corequisites:

Recommended:

Cross-listed courses:

Instructor Information

Instructor User ID:
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First Name:
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Last Name:
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573/882-3327
Department
Communication

Faculty rank:
Tenured Associate Professor

Campus address:

Attendance at Campus Writing Program workshop:
Yes, in the last five years
Indicate below if additional instructors are planned, but specific individuals have not yet been chosen. Check all that apply

Type of Additional instructors:
Graduate Student

**Writing Intensive Course Information**

**WI course overview:**
This course is designed:
- To provide students with a general overview of the study of human communication
- To introduce students to major theories of human communication
- To introduce students to human communication research
- To provide a solid foundation of general communication content that prepares each student for additional required and elective coursework within the communication major

What changes have you made to your course since its last offering?
Two of the writing assignments (mini-argument and essay) now have longer length requirements for the initial draft (2 pages, 6 pages respectively) and then are required to be shortened/tightened for the revised final draft (1 page, 4 pages respectively). We piloted this last semester and it worked well.

**Delivery mode (select one):**
Face-to-face

**Previous WI enrollment:**
125

**Expected WI enrollment**
125

**Is this course required for students majoring in this area?**
Yes

**Is this course open to Non-Majors?**
Yes

Are WI funds needed to support any of the following? (check all that apply)
**Checkbox Group**
- WI funding will be needed to support Teaching Assistants or other teaching staff.

**Large Enrollment Courses:**

**Explain the class structure:**
Class meets MWF. Monday and Wednesday are 50 minute large lectures on communication studies topics (theory, research). Friday is a 50 minute small lab led by graduate teaching assistants (GTAs) who focus on the WI component of the course.

**How do you plan to monitor your students’ performance?**
Continuous grading of assignments.

How will you ensure that GTAs grade and mark as you would

We all (myself and the 3 GTAs) participate in a grade norming session when the mini-argument and essay initials drafts are turned in. This involves all of us grading three randomly selected papers that have been turned in by students. We grade these papers independently and then meet to discuss the results. We then talk about areas where we disagreed and agreed in order to develop similar approaches for all graders.

Writing Intensive Assignments

I count the lengths of my assignments by:

Pages

Assignment title:
Mini-argument paper

Purpose and process of the assignment:
Mini-argument paper. 1 page. 2 drafts initial/revised.

The mini-argument, essay, and video are persuasive position papers/video where students will be asked to identify a communication issue that has two sides. The purpose of all assignments is to improve students, critical thinking, persuasion, and writing skills. Papers will be graded primarily by lab instructors, graduate teaching assistants following norming directed by the course instructor.

Length of assignment per student:

First Draft # pages:
2
First Draft Evaluator:
TA/Instructor

Revised Draft(s) #pages:
1
Revision Evaluator
TA/Instructor

Total length of assignment:
3

Assignment title:
Essay

Purpose and process of the assignment:
Essay. 5 pages. 2 drafts initial/revised. Includes 1 page peer review of initial draft.

The mini-argument, essay, and video are persuasive position papers/video where students will be asked to identify a communication issue that has two sides. The purpose of all assignments is to improve students, critical thinking, persuasion, and writing skills. Papers will be graded primarily by lab instructors, graduate teaching assistants following norming directed by the course instructor.
Length of assignment per student:

First Draft # pages:
6
First Draft Evaluator:
TA/Peer/Instructor

Revised Draft(s) #pages:
4
Revision Evaluator
TA/Instructor

Total length of assignment:
10

Assignment title:

Video

Purpose and process of the assignment:

-- Video. 2 page outline. Script/storyboard approximately 5 pages. 2 drafts of script/storyboard initial/revised. Includes
The mini-argument, essay, and video are persuasive position papers/video where students will be asked to identify a communication issue that has
two sides. The purpose of all assignments is to improve students, critical thinking, persuasion, and writing skills. Papers will be graded primarily by lab
instructors, graduate teaching assistants following norming directed by the course instructor.

Length of assignment per student:

First Draft # pages:
7
First Draft Evaluator:
Peer/TA/Instructor

Revised Draft(s) #pages:
7
Revision Evaluator
TA/Instructor

Total length of assignment:
14

Assignment title:

Peer Review (Essay)

Purpose and process of the assignment:

Review peer’s essay and provide feedback/critique
Assignment title:
Peer Review (Video)

Purpose and process of the assignment:
Work with team members to provide review/critique of peer's video script and storyboard

Length of assignment per student:

First Draft # pages:
1
First Draft Evaluator:
GTA

Revised Draft(s) #pages:
Revision Evaluator

Total length of assignment:
1

Assignment title:
Essay (Peer Reverse Outline)

Purpose and process of the assignment:
Attempt to reverse outline peer's essay to provide peer with feedback on essay structure

Length of assignment per student:

First Draft # pages:
1
First Draft Evaluator:
GTA

Revised Draft(s) #pages:
Revision Evaluator

Total length of assignment:
1
Total pages for all assignments:

First drafts:
Total # of pages:
18.00

Revisions:
Total # of pages:
12.00

Total # of pages for all assignments:
30.00

Additional comments regarding assignments:

Additional Writing: In addition to the main writing assignments, the course also includes:

--Frequent 1-2 page weekly lab writing assignments mostly based on exercises in the class text "Renovating Your Writing," Kallan, 2013

--10 chapter reaction tweets twitter posts.

Writing Intensive Teaching

Method for teaching revision:
Instructor provided feedback
Peer review

If your writing assignments include group writing, please explain how individual work is assessed:

The students do the videos in pairs (though sometimes there is a three-person team in a class section based on odd section size numbers).

The pair (or trio) work on the video outline, script/storyboard, final video, and peer review together and receive the same grade for each of those assignments. See a couple of the rubrics attached.

Each student then has the opportunity (at the end) to evaluate the performance of their teammate(s). See first attachment. This evaluation is reflected in the overall "lab activities" grade. (So a poor performing teammate would get docked in their lab activity grade.)

This approach has generally worked out so far (in that we haven’t had any major problems in several semesters of using this approach).

We stress the importance of being a dependable team mate for the project and also emphasize that even if someone has a team mate that isn’t the most dependable they still have to make sure the assignments are turned in and are of quality. And we tell everyone that they should evaluate their team mate fairly and accurately, even if that means grading them low.

Explain briefly the nature of the assignment(s) which address(es) a question for which there is more than one acceptable interpretation, explanation, analysis, or evaluation:

The mini-argument, essay, and video are persuasive position papers/video where students will be asked to identify a communication issue that has two sides. Students will describe the issue, and make an argument to support a position related to the issue. Thus all assignments involve issues that allow
for more than one acceptable interpretation, explanation, or analysis. The purpose of all assignments is to improve students' critical thinking, persuasion, and writing skills.

Explain how the writing is distributed throughout the semester:


Percent of course grade determined by writing-intensive assignments?
60
%

Estimated number of TAs or graders:
3

Explain how you plan to select and train them and what their role in the course will be:

The three graduate teaching assistants GTAs are selected by the department and the course instructor particularly based on their previous experience as an instructor and on the faculty's positive evaluation of their writing abilities. During the semester, the GTAs will participate in weekly meetings and in periodic grade norming sessions with the course director. The GTAs will lead the Friday lab sections, answer student questions, and direct them through sample writing activities. They may also periodically lecture to the large class. Student performance will be directly graded by the GTAs and faculty instructor. Instructor will be responsible for grading exams the GTAs will be responsible for grading the writing assignments for each of their two lab sections. Norming sessions will be conducted prior to grading all writing assignments. Specifically, once an assignment is submitted, 5% of the papers will be distributed to each of faculty instructor and GTAs. Faculty instructor and GTAs will each individually grade the paper, following the guidelines of a grading rubric provided ahead of time by the faculty instructor. Then, the GTAs and the faculty instructor will meet to conduct a grade norming session. Once the faculty instructor is confident that the GTAs are grading and marking the papers similar to the instructor, the GTAs will then grade the remainder of the papers for each of their labs. The faculty instructor will also ask for grade averages for each lab overall prior to returning grades.

Course Syllabus

Upload Writing Course Syllabus (Optional)

Attach Syllabus
COMM_3050_Syllabus_Spring_2018.doc

Administrative Information

CWP Sub-Committee:
Humanities and Arts

CWP Notes:

Correspondence with Instructor:

Acknowledgement

I have read and reviewed the updated proposal:
I have read and reviewed the updated proposal
Additional Comments

Additional Comments:

Reviewer Comments

Patricia Luckenotte (luckenottep) (Fri, 14 Sep 2018 16:50:48 GMT): Course is listed as COMMUN 3050W, 01 with labs 01A-01F for Spring 2019

Key: 611