COM - 3490 - Survey of Communication Research

v3 2023-2024 Course - Modify

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📄 Run Impact Report

Proposal Help ⌄

COURSE DETAILS ⌃

Course Modification Registrar Approval Deadlines	Fall 2023
Offered and included in 2023-2024 catalog	2/6/2023
Effective Fall 2023 (not Fall 2024)	2/6/2023

For additional information about course addition, modification, and deletion, please visit [Policy 4280](#).

ALL USERS: Please expand "Proposal Help" (under proposal title) for "What can I do next?" details.

If a field is not required and is not applicable, please leave it blank. Changes can be made and tracked by clicking **once** in the desired field. **Save** after each change.

User Tracking

User Tracking Help ⌄

Show current

Show Individual User Edits

Comments

Bruce Mackh
1/18/2023 1:44 pm

I have spoken with Ksenia. We will conditionally approve the proposal. Outcomes are forthcoming.

Curriculog
1/18/2023 1:44 pm

Bruce Mackh has approved this proposal on Provost.

Ksenia Bonch Reeves
1/18/2023 12:41 pm

Upon a thorough consideration of the feedback, I approve this proposal in the current state. This proposal is to be completed by the COM Curriculum Chair, who will edit the IW outcomes, as was originally planned.

Curriculog
1/18/2023 12:41 pm

Remove the prerequisite. Original purpose was to ensure priority registration for COM majors due to limited seating. This is no longer needed.

Edit this field throughout the approval process, ensuring ALL modifications are listed. Make sure to launch PRIOR to making changes. This allows the changes to be tracked (select "Show current with markup" on the top right of the screen, under user tracking).

*This form is **not intended for changes to an existing course's subject or number**. Instead, submit a new and deactivation proposal.

Prefix*

COM

Code*

3490

Name*

Survey of Communication Research

Level:*

○ Undergraduate   ○ Graduate

Course Type*

Originator.

Bruce Mackh
1/11/2023 12:22 pm

May I please volunteer to help you rewrite your course learning objectives and course learning outcomes? Here's some helpful information:

COURSE LEARNING OBJECTIVES
Course Learning Objectives: course learning objectives communicate and signal what a student will learn (future tense) in a course. These are also known as learning goals.

Course Learning Objectives: normally, course learning objectives are written as, "students enrolled in this course (or class) will learn to:"

COURSE LEARNING OUTCOMES
Course Learning Outcomes: course learning outcomes communicate and signal what a student can do as a result of their learning experience in a course.

Course Learning Outcomes: normally, course learning outcomes are written, "as a

Prefix name, e.g., Anatomy for ANT

Department or Program for approval process*

Communication

Approval routing cannot be modified after launching. For the following courses: Honors, AES, CPE, IE, LEP, MIL, and SRV, please select "University Programs" from the list of departments and programs.

College*

Liberal Arts, College of

Catalog Display*

College of Liberal Arts

This information will determine where the course displays in the catalog. A course may display in only one location (College or Department).

COURSE REGISTRATION COMPONENTS ⌃

Credit Hour(s):*

3

If variable credit, include "to" between the minimum and maximum credits (e.g., 1 to 3). The text will display in the catalog as entered.

Repeat Status

☐ RH ☐ VT

Check RH if the course is repeatable for credit. Check VT if the course is variable title. Both may be checked.

successfully completing this course (or class) can:"

Course Learning Outcomes: finally, course learning outcomes should map onto and support program learning outcomes.

If you need any assistance, please don't hesitate to reach out!

Best, Bruce

Curriculog
1/11/2023 12:22 pm

Bruce Mackh has rejected this proposal on Provost.

Curriculog
1/8/2023 7:13 pm

Ksenia Bonch Reeves has approved this proposal on Originator.

Curriculog
1/8/2023 7:09 pm

Ksenia Bonch Reeves has launched this proposal.

Curriculog
1/8/2023 7:01 pm

Ksenia Bonch Reeves imported from the map 2023-2024 DRAFT Academic

☰

Repeatable for credit (RH):

RPT Limit: total number of times course may be taken for credit
Max RPT Hrs: total number of hours allowed

**If a course is repeatable
for <u>both</u> "RPT Limit"** (total number of times course may be taken) **and "Max RPT Hrs"** (total number of hours allowed) **only enter a value for** "**Max RPT Hrs**". The *only exception* is if the total number of times (RPT Limit) taken is more restrictive than the maximum hours allowed (Max RPT Hrs).

RPT Limit

[   ]

enter 99 for unlimited

Max RPT Hrs

[   ]

enter 99 for unlimited

Grading Mode*

[Standard   ]

Standard-traditional letter grades (A,B,C,D,F); Pass/Unsat-passing and unsatisfactory grades (P/U); Non gradable-zero-credit hour lab/recitation/clinical components that meet separately from the lecture component

Schedule Type(s):*

[Lecture   ]

For definitions, please visit the HEI website at https://highered.ohio.gov/data-reports/hei-system/hei-file-doc/hei-enrollment/hei-st#cst.

1. COURSE DETAILS:
  Prefix
  Code
  Name
  Level:
  Course Type
  Department or Program for approval process

2. COURSE REGISTRATION COMPONENTS:
  Credit Hour(s):
  Repeat Status
  RPT Limit
  Max RPT Hrs
  Grading Mode
  Schedule Type(s):
  Course Description
  Equivalents
  Course attributes:
  Corequisite(s):
  Prerequisite(s):
  Prerequisite Enforcement
  Enrollment Restrictions:

3. PROGRAM & ACCREDITATION REQUIREMENTS:
  Mode(s) of Delivery
  Location(s) where course will be offered
  Is this course dual-listed (taught simultaneously to both undergraduate and graduate students (e.g., 4000/6000) at the same time)?

additional components:

If the course includes additional components that meet **separately** from the lecture, and potentially in different locations, select all of the following components that apply (below).

Additional schedule type components

☐Clinical ☐Lab ☐Recitation

Course Description: 500 character limit and should be concise.

Next, add the following text to an **Integrated Writing (IW)** course: Integrated Writing course.

Department-managed prerequisites should be listed last and in bold.

See the example below.

Examination of the character of the pre-modern world from prehistory through the 15th century with special attention to those aspects of ancient and medieval life that had the greatest effect on the development of Western society, politics, and culture. Integrated Writing course. **Department Managed Prerequisite(s): Undergraduate level HST 1100 Minimum Grade of C**

applied to graduate students
  Course Learning Objectives & Outcomes
  Course Outline/Tentative Weekly Schedule
  Course Materials
  If "other" course materials, please specify
  Means of Suggested Evaluation
  If "other" means of evaluation, please specify

4. WRIGHT STATE CORE:
  Master Syllabus
  Please explain prerequisites if applicable
  Provide the name, rank, and department affiliation of each individual likely to teach the course in the first two years of the Wright State Core
  Transfer applicability

5. MULTICULTURAL COMPETENCY:
  Multicultural Learning Outcomes

6. INTEGRATED WRITING:
  Integrated Writing Learning Outcomes

7. SERVICE-LEARNING:
  Service-Learning Learning Outcomes

8. HONORS COURSE:

☰

Introduction to the behavioral approach and current theories and experiments in communications research. Integrated Writing course.

Equivalents

Do not use spaces (e.g., STT1600) or dual-listed courses (co-taught UG and GR). Equivalent courses are used to satisfy degree requirements (e.g., prerequisite) and determine course credit/grade repeatability. Examples include number/prefix change, quarter to semester conversion, or significant overlapping content with another course that should not result in the student receiving credit for both. Each course listed is independent of the others. A combination of courses (AND) cannot be used.

The attributes currently approved for this course are listed below. You may delete an attribute by removing the checkmark or enter NEW proposed attributes using the checkboxes.

Course attributes:

☐ Wright State Core

☐ Multicultural Competency

☑ Integrated Writing

☐ Service-Learning

☐ Service-Learning Intensive

☐ Honors Course

☐ Department Approval Required

9. ADMINISTRATIVE USE ONLY - DO NOT COMPLETE:
  CIP
  CIPC Description
  ODHE Course Level Element 1
  ODHE Course Level Element 2
  Status

REQUISITES

If the proposed course has requisites that need to be completed prior to enrolling (prerequisite) or simultaneously (corequisite), please enter the information for that course in the appropriate fields below. Requisites should be kept as simple as possible, focusing on specific coursework and grades that must be earned in order to meet the requirements. If you need additional information regarding requisites and how to format these for the catalog, please refer to the current published catalog.

Corequisite(s):

[   ]

Do not use spaces (e.g., CHM1020). Please include separately scheduled labs and recitations, in addition to any other appropriate courses that must be taken concurrently. For example, CHM1010 requires corequisites of CHM1010L and CHM1010R.

Prerequisites need to include level (Undergraduate or Graduate), course, and minimum grade.

For multiple prerequisite courses, connect each with "and" or "or" structure and parentheses as needed. Indicate, where appropriate, that a course is

For example, (Undergraduate level CS 1181 Minimum Grade of D or Undergraduate level CS 2800 Minimum Grade of D) and Undergraduate level CS 4700 Minimum Grade of D

Department-managed prerequisites

should be listed at the end of the course description, rather than below.

Prerequisite(s):

Prerequisite Enforcement

☑ System-Enforced

☐ Department Managed

If a course has a prerequisite but no selection is made, the default will be System-Enforced.

Enrollment Restrictions:

> Must be enrolled in the following Classifications: Junior, Senior.

These are enforced IN ADDITION TO any approved prerequisites. All Graduate courses need one of the following restrictions: 5000-7999 - Must be enrolled in one of the following Levels: Graduate, Medical, Professional. 8000 or higher - May not be enrolled in one of the following Levels: Undergraduate. *Enrollment Restriction options include or exclude populations in the following areas: Student Level (UG, GR), Degree, Program, College, or Student Class (FR, SO, JR or SR - based on hours earned; or GR for Graduate)

in the top left corner. Select the DRAFT Academic Catalog. Scroll to the bottom and click "Generate Report". Please copy and paste the results below *(including "no results found")*. **Save.** If a result is known to be inactive, please add a note.

Any course or program found may require modifications. If you want to notify another department of these changes, please complete the "Department Notification of Impact Report Results" proposal.

Impact Report results*

> # Impact Report for COM 3490
>
> There are no results for this report.

Additional information if needed

PROGRAM & ACCREDITATION REQUIREMENTS ⌃

Mode(s) of Delivery:
The percentage of online and face-to-face instruction is determined by the number of contact hours each method

A unit may offer (one time only) a pilot of an existing course in a not previously approved mode of delivery after giving prior notice to the appropriate college and university curriculum committees. However, the unit will provide no subsequent offerings of the course in a non-standard mode until approved through the course modification process.

If requesting to add a mode of delivery (i.e., face-to-face or online), **submit an outline for each** in the "Course Outline" field below for committee review and comparison.

Mode(s) of Delivery*

☑ Face-to-Face (may not exceed 20% online instruction)

☑ Fully (100%) Online

☐ Mostly Online (80%-99% online instruction)

☐ Partially Online (20%-79% online instruction)

☐ Short course (accelerated instruction)

May select more than one

Location(s) where course will be offered*

☑ Dayton Campus

☐ Lake Campus

☐ Off-Campus in Ohio

May select more than one

Is this course dual-listed (taught simultaneously to both undergraduate and graduate students (e.g., 4000/6000) at the same time)?*

○ Yes ◉ No

If yes, identify work, responsibilities, & grading applied to graduate students

[   ]

While courses may be taught in modalities other than face-to-face, course content and expected learning outcomes remain the same. The course outline for these modalities should demonstrate that the faculty-student and student-student interaction is equivalent to the amount of time students interact in a face-to-face course (e.g., online discussions, video presentations, case studies, or other specific activities required between class sessions to ensure equivalent interaction). **Outlines should include 15 weeks** (15th = final exam week).

In the required spaces below, complete essential course learning objectives, course learning outcomes, course outline, course

☰

assignments, and other course information.

Course Learning Objectives & Outcomes*

Students will learn to:
Understand a general definition of research design.
Understand why communication research is undertaken, and the audiences that profit from research studies Identify the overall process of designing a research study from its inception to its report.

Course Outline/Tentative Weekly Schedule*

Both face-to-face and online versions of this course will follow same tentative weekly schedule

Week 1   Academic Studies vs Corporate Studies: Quantitative and Qualitative Data

Week 2   Inductive and Deductive Processes and Monroe's Motivated Sequence

Organized by 14-week academic calendar AND an additional week (15) of final exams or other defined schedule. Either paste into the following field or attach a course outline to the proposal. Please provide a general weekly schedule (Week 1, Week 2, etc. NOT specific dates).

☰

☑ Textbooks

☑ Articles

☑ Videos

☑ Computing/Internet Resources

☑ Lecture Notes

☐ Other

May select more than one

If "other" course materials, please specify

Means of Suggested Evaluation*

☑ Test

☐ Quizzes

☐ Textbook Assignments

☐ In-class Writing

☑ Out-of-class Writing

☑ Journals

☑ Individual Projects

☐ Group Projects

☐ Portfolio

☐ Service Learning

☐ Attendance Policy

☐ Other

May select more than one

If "other" means of evaluation, please specify

the following attributes: WSU Core,
Multicultural, Integrated Writing, Service-
Learning, or Honors:

 Skip to the "WRIGHT STATE CORE"
section and continue.

STOP **All Graduate and Undergraduate
courses without one of the following
attributes: WSU Core, Multicultural,
Integrated Writing, Service-Learning, or
Honors:**

1. Complete the **"Acknowledgment of
Completion"** directly below.

2. Validate and Launch

3. Save

4. Make changes by clicking **once** in the
desired field. **Save** after each change.

5. To approve, select the Decisions tab ✔
 from the Proposal Toolbox (right side).

Acknowledgment of Completion

☑ I have reviewed for publication in
the catalog. I have generated the
impact report and placed the results
above as requested.

WRIGHT STATE CORE ⌃

the following Element(s) of the Wright State Core:

☐ 1-Communication

☐ 2-Mathematics

☐ 3-Global Traditions

☐ 4-Arts & Humanities

☐ 5-Social Science

☐ 6-Natural Science

All of the outcomes listed under an Element marked above must be met and measured.

1.Communication

☐ Adapt rhetorical processes and strategies for audience, purpose, and type of task.

☐ Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances.

☐ Employ appropriate mechanics, usage, grammar, and spelling conventions.

☐ Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments.

☐ Present focused, logical arguments that support a thesis.

☐ Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and

☐ Use electronic environments to draft, revise, edit, and share or publish texts.

2. Mathematics

☐ Identify the various elements of a mathematical or statistical model.

☐ Determine the values of specific components of a mathematical/statistical model or relationships among various components.

☐ Apply a mathematical/statistical model to a real-world problem.

☐ Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data.

☐ Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables, or graphs.

3. Global Traditions

☐ Critically describe some of the political, social or economic systems, historical, cultural or spiritual traditions, and/or technological innovations around the world.

☐ Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote

☐ Use political, social, economic, historical, cultural, spiritual, or technological knowledge to evaluate contemporary issues.

4. Arts & Humanities

☐ Critically analyze significant creative, literary, philosophical or religious works.

☐ Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical, or religious works.

☐ Recognize, evaluate and respond to creative, philosophical, or religious works.

☐ Develop appropriate and ethical applications of knowledge in the humanities or the arts.

5. Social Science

☐ Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns.

☐ Explain and critique the methods of inquiry of social science disciplines.

☐ Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge.

☐ Demonstrate, from a social science perspective, an understanding of

6. Natural Science

☐ Understand the nature of scientific inquiry.

☐ Critically apply knowledge of scientific theory and methods of inquiry to evaluate information from a variety of sources.

☐ Distinguish between science and technology and recognize their roles in society.

☐ Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry.

☐ Discuss fundamental theories underlying modern science.

Master Syllabus: Include clear descriptions of how all the learning outcomes for the above-checked Element(s) will be measured. Specifically, address:

- Methods used to directly assess student learning outcomes *(examples could include specific exam questions, specific components of a paper, portfolios, and other assignments)*
- Strategies for analyzing the results of the

findings to those responsible for course improvements and to the Undergraduate Curriculum Review Committee

For assistance in developing methods for assessing course learning outcomes, please contact the Vice Provost for Assessment and Chief Accreditation Officer.

Master Syllabus

Information in this box can be used in future imports. Any attached files cannot be imported.

Normally, courses in the Wright State Core, by their nature, have no prerequisites. If students must meet certain requirements to take the proposed course, please list them and explain (a) why the completion of the high school college prep curriculum is not sufficient for this course, and (b) exactly how the listed special requirements will aid the successful completion of the course.

Please explain prerequisites if applicable

department affiliation of each individual likely to teach the course in the first two years of the Wright State Core

TAG, OT36, and CTAG

courses have additional documentation needed for ODHE dictated Learning Outcomes. Contact the [Director for Articulation, Transfer, and Institutional Partnerships for more information](#).

Transfer applicability

☐ Transfer Articulation Guide (TAG)

☐ Ohio Transfer 36 (OT36)

☐ Ohio's Career-Technical Assurance Guide (CTAG)

MULTICULTURAL COMPETENCY ⌃

If you checked the multicultural competency attribute, complete the learning outcomes in this section as well as the questions in the "WRIGHT STATE CORE" section (above).

If the course is to be designated as a Multicultural Competency course, describe how the course will meet all learning outcomes below.

political, or racial diversities in the United States or throughout the world.

- Apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities to understand cultural, economic, social, or racial diversity.

- Demonstrate an understanding of contemporary social or ethical issues related to diversity.

- Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures, and histories.

Multicultural Learning Outcomes

Contact the Vice Provost for Assessment and Chief Accreditation Officer for assistance.

INTEGRATED WRITING ⌃

If the course is to be designated as an Integrated Writing (IW) course, type "Integrated Writing course." at the end of the course description but before

Indicate on the syllabus or provide any necessary additional documents (e.g., writing assignments or other handouts) to indicate how the course meets the following IW guidelines:

Learning Outcomes of Integrated Writing Courses:

Students will be expected to produce writing that:

1. *Demonstrates their understanding of course content,*
2. *Is appropriate for the audience and purpose of a particular writing task,*
3. *Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions),*
4. *Shows competency in standard edited American English,*
5. *Integrated writing courses require that students receive a response to their writing and have opportunities to use that response to improve their writing,*
6. *Criteria for evaluating writing are clearly*

7. *Writing counts towards the course grade. Students should not be able to pass the course without completing the writing assignments, and*

8. *Over the course of the semester, student writing in "IW Core" courses should cumulatively be a minimum of 2500 words and student writing in "IW in the major" courses should cumulatively be a minimum of 5000 words.*

Integrated Writing Learning Outcomes

Students will be able to produce writing that

1. Demonstrates their understanding of course content

2. Is appropriate for the audience and purpose of a particular writing task

3. Demonstrates the degree of

Contact the Vice Provost for Assessment and Chief Accreditation Officer for assistance. Attached documents will not be available for import in future proposals.

SERVICE-LEARNING ⌃

consistently be designated as service-learning, briefly describe:

Note: If only some sections of the course will be developed as service-learning, do not complete the description below; instead contact the University Undergraduate Curriculum Committee Chair. The Service-Learning (SRV) and Service-Learning Intensive (SRV-I) course designations are approved by the University Undergraduate Curriculum Committee. For definitions of these designations visit [Service-Learning and Civic Engagement](#).

- The service-learning project and the community need the project will meet
- The learning objective(s) the project will help meet and how
- The community partners and their level of involvement in planning, supervision, feedback, and evaluation
- The orientation students will receive in preparation for the service experience and the service site
- The academic assignments (readings, writings, presentations, etc.) that will help students

and connect the experience to course objectives and the percentage of the course grade that will be tied to the service project

- How the reflection assignments will be assessed
- The approximate number of hours per term students will engage in the service-learning project

Service-Learning Learning Outcomes

[   ]

HONORS COURSE ⌃

If sections are to be designated as an Honors course:

- Describe how this course will meet the curriculum goals of the University Honors Program (e.g., ability to use an interdisciplinary framework, critical and disciplined thinking, ethical sensitivity, and social responsibility).

student requirements of
this Honors section from
the regular sections.

Honors Learning Outcomes

*Questions should be addressed to the Director of
University Honors.*

ACKNOWLEDGMENT ⌃

STOP **WSU Core, Multicultural, Integrated
Writing, Service-Learning, or Honors
course:**

1. Complete the **"Acknowledgment of
Completion"** below.

2. Validate and Launch

3. Save

4. To approve, select the Decisions tab ✔
from the Proposal Toolbox (right side).

Acknowledgment of Completion

☐ I have generated the impact report
and placed the results above as
requested. I also reviewed for
publication in the catalog.

ADMINISTRATIVE USE ONLY - DO ⌃

To be completed on the CIP & ODHE Course Level Elements step

CIP

090100

CIPC Description

Communication General

ODHE Course Level Element 1

AH 2

ODHE Course Level Element 2

B

To be completed by Registrar

Approved Effective Term

○ Fall

○ Spring

○ Summer

Year

Status

⦿ Active-Visible