

SPCM: 1311 Introduction to Communication Studies  
 \*Service Learning Course  
 The University of Texas at Tyler  
 MWF (11:15-12:10)

Instructor: Justin Velten  
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**Text**

Adler, R.B., Rodman, G., de Pre, A. (2017). Understanding human communication (13<sup>th</sup> ed). Oxford Press

**Course Description**

Theory and practice related to the dynamics of human communication. An examination of the process of attributing and sharing meaning, and the factors influencing intrapersonal, interpersonal, small group, organizational, rhetoric and public speaking, and mass communication.

**Student Learning Outcomes**

- A. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.
- B. Create and deliver presentations across multiple contexts.
- C. Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.

**Major Requirements & Grade % Approximations (Total Points: 670)**

A. Listening	(25 pts)	4%
B. Communication Research Paper	(100 pts)	15%
1. Presentation	(50 pts)	7%
C. Intercultural Communication Paper/Letter	(50 pts)	7%
D. Service Learning Leadership	(25 pts)	4%
E. Small Group Comm Video Assignment	(50 pts)	7%
F. Organizational Comm Ethics/Leadership	(20 pts)	3%
G. Group Work Peer Evaluation	(40 pts)	6%
H. Impromptu Speeches (3)	(30 pts)	4%
I. Informative Speech	(100 pts)	15%
a. Outline	(50 pts)	7%
b. Visual Aide	(30 pts)	4%
J. Exam		
1. Final Exam	(100 pts)	15%

**Grades: Standard Grading Scale**

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% - ↓	=	F

### **Attendance Policy**

**Due to Group Work assignments in this course, there is an attendance policy. Every 3<sup>rd</sup> absence, a student will receive a one-letter-grade reduction in his or her final course grade. Please be aware that if you miss your name when roll is called you may be automatically counted absent, so it is the responsibility of each student to make sure roll records reflect reality at their earliest convenience (please do not announce your presence when you arrive late).** In-class activities may be missed due to absences and are only available for make-up if the absence is excused. If a student must miss class, he or she is advised to contact another student to learn what was missed and if any work is due on a following class period because that work is still due next class period whether or not the absence was excused. If you are to be absent from a class, whether or not you miss any assignments, you must notify the teacher before-hand if possible, but no later than the next class period, of your desire to make up any missed work in order to be able to do so. If medical reasons are cited for absences, a doctor's note must accompany any request to provide make-up work.

### **Participation**

Students are expected to not only attend class, but to play active roles in the classroom. Assigned text readings are to be completed before each class session and students are encouraged to ask questions or offer insight during class periods. When group or individual assignments or activities are assigned, everyone is expected to participate as assigned.

### **Assignments and Exams**

All assignments are due when stated by the instructor. As the college experience is, in part, designed to prepare students for the work place, **ABSOLUTELY NO LATE WORK** will be accepted. If you have completed at least part of an assignment by the due date, it is better to turn in part of the assignment on time than to turn in the completed assignment late for no credit. All homework turned in, unless otherwise stated, is to be typed. Any exam must be taken on the designated day and time set forth by the instructor. Any exceptions to due dates must be verified with the instructor prior to the scheduled deadline. Lack of performance as a part of a group assignment can constitute in a lowered grade than other group members.

### **Original Work**

All student work must be original to the student and original for the course where assigned. Any failure to abide by high standards or ethics in regard to student work will be handled by the instructor and the university and may constitute in the student failing the course and receiving further reprimand from the university. Plagiarism is a big deal and the consequences can go much further than the university's reach, so please be careful.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.)

Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Revised 05/17

### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or

specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://counseling@uttyler.edu) (903.566.7254)

## Course Calendar

### EXTRA CREDIT: Night to Shine (Feb. 9)

#### Week 1

*Introduction to Course (ch 1, 2)*

Communication Model: 8 Components of Communication

Assessment (Pre – semester PRCA-24)

#### Week 2

Why We Communicate

Assign: Research Paper and Presentation

*Listening Process (ch 5)*

Assign: Listening

#### Week 3

*Interpersonal Communication (ch 7, 8)*

Discussion: What is Theory and Selecting the Right Theory for your paper

Due: Listening Assignment, Discuss

Friday: Work Day

#### Week 4

*Intercultural Communication (ch 3)*

Assign: Intercultural Communication Paper and Letter to Representative

Discussion: Current Issue and How to Write

*Verbal Communication (ch 4)*

Assign: Service Learning and Leadership

Impromptu

Assign: Group Video Assignment

#### Week 5

*Nonverbal Communication (ch 6)*

Impromptu

#### Week 6

Due: Intercultural Communication Paper and Letter to Representative

Present: Intercultural Paper (Informal – from seats)

Due: Service Learning and Leadership

#### Week 7

*Small Group Communication (ch 9, 10)*

Due: Group Video Assignment

Impromptu

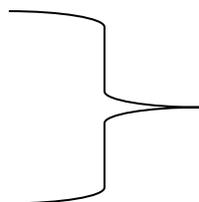
Week 8*Organizational Communication and Ethics/Leadership*

Assign: Values/Ethics/Leadership Paper

Due: Values/Ethics/Leadership– Discussion Groups/Regarding Organizational Comm

Week 9

Spring Break

Week 10Week 11Week 12*Speech Writing and Public Speaking (ch 10 – 13)*

Informative Speech  
 Outline  
 Speech  
 Visual Aide

Friday: Speech Videos, Outlines, and Visual Aides Due via Canvas

Week 13

Work Week (China Speaking Engagement and Taiwan University Representative)

Week 14

Due: Research paper

Presentations

Week 15

Presentations (Continued)

Post-semester assessment (post-test PRCA-24)

Peer Evaluations

Final Exam Review, Impromptu and Speech Makeup

Week 16

Final Exam (See university final exams schedule)

**SPCM 1311 Introduction to Communication Studies**  
**Listening**

**SLO:** *1. Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.*

You will be given a set of disposable ear plugs by the instructor. Place and keep the ear plugs in your ears during a social event (i.e. dinner with friends or family, baby shower, etc.). Take note of any increase or decrease in the ease of conversation. Think about how you feel and what you want to do to fix the way you feel.

Consider what you have learned from the textbook regarding listening. Write a 2-page paper [APA Style, Times New Roman, Double Spaced, 12-Font, plus a minimum of 2 academic references] regarding your experience. Document the following items:

1. What was your experience? (Where did you go? What did you do? – Family Dinner?)
2. How did having the earplugs in during this event make you feel? What are some of the thoughts that went through your mind while experiencing less listening ability?
3. Document a concept from the textbook that reflects your experience. (Make a clear connection between your experience and the textbook).
4. Discuss the importance of learning how to effectively communicate with the co-culture of those who are hard of hearing. Moreover, discuss how you plan to change the way you communicate with those who have a difficult time hearing.

Paper: 25 pts.

**SPCM 1311 Introduction to Communication Studies  
Communication Research Paper and Presentation**

- SLO:** 1. *Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*  
2. *Create and deliver presentations across multiple contexts.*

Research Paper (Written)

Prepare a 3 page paper [APA Style, Times New Roman, Double Spaced, 12-Font, plus a minimum of 3 academic references] on the role of communication in one of the following arenas: international politics, interpersonal relationships, the collegiate setting, or workplace. You must provide, explain, and relate at least two communication theories to your chosen topic. (Example – applying the Social Exchange Theory to the workplace by discussing how interpersonal relationships between co-workers can lead to personal favors, such as promotions and raises.) Papers will be graded on APA format, content, length, and grammar. Each paper is to be accompanied by a receipt of review from the UT Tyler Writing Center.  
Paper: 100 pts.

Research Presentation (Oral and Visual)

Present your paper to the class. Presentation should be approximately 2 minutes in length and cover your paper content in a manner interesting to the class audience. Please do not simply read your paper to the class. Presentations will be graded on content, length, relation to audience, and overall presentation effort/style/quality.  
Presentation: 50 pts.

**SPCM 1311 Introduction to Communication Studies  
Intercultural Communication Paper and Letter to Representative**

- SLO:** 1. *Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*  
2. *Create and deliver presentations across multiple contexts.*  
3. *Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.*

Paper

Search and locate a current international issue (an issue that affects more than one culture). Write a 2-page paper [APA Style, Times New Roman, Double Spaced, 12-Font, plus a minimum of 3 academic references] that covers the following points regarding your chosen international issue:

1. Describe the issue
2. Define and discuss the two or more cultures involved in the issue
3. Explain what has been done and what you think should be done about the issue based on your findings regarding the potential positive or negative effects of our actions on this other culture.
4. Describe the intrapersonal and meta-cultural consequences of these actions on/within the people of these cultures.

Examples: United States and North Korea discussions regarding nuclear weapons, Muslim presence and political influence in the United States post September 11, 2001, Ebola outbreak, etc.

Paper will be graded on content, APA style and Grammar, as well as length. You will also give a brief, informal presentation about your paper from your seats. You may also be asked to adapt paper/concept prior to mailing to representative.

Paper: 40 pts.

Letter to Representative

Draft a professional letter to one of the Federal Representatives from Texas regarding the international issue you addressed in your paper. Briefly explain your position to the Representative and ask him or her to consider your findings as further pertinent decisions are made. All three academic sources must be cited in the letter. This letter must be previewed by the professor and proof of mailing the letter must be provided for final grading.

Letter: 10 pts.

**SPCM 1311 Introduction to Communication Studies  
Service Learning Leadership Project and Paper**

- SLO:** *1. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*  
*2. Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.*

**Service Learning Leadership Project**

Please choose from various service opportunity options in the community that can relate to interpersonal communication and interaction, specifically related to verbal and nonverbal communication. For example, some students may choose to visit an assisted living home near campus or the Andrews Center. Students learn to stretch their communication abilities, while communicating both verbally and nonverbally a sense of care to the residents or participants. You are encouraged to complete the assignment in pairs, but write about their communication experience on an individual basis. Service-mindedness is a great leadership quality, so thank you for investing your time in the lives of others.

**Paper**

Write no less than one page (APA format, TNR, 12 font, double-spaced) about your service experience. Incorporate at least one communication theory related to either verbal or nonverbal communication and cite the source using APA format.

Service Learning Leadership Project and Paper: 25 pts.

**SPCM 1311 Introduction to Communication Studies  
Small Group Communication Video Assignment**

- SLO:** *1. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*  
*2. Create and deliver presentations across multiple contexts.*  
*3. Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.*

**Small Group Communication Video Assignment**

Work in an assigned, short-term group to prepare and present a 5-minute video to the class. The video must be interesting to fellow students and incorporate small group communication theory or concepts in an educational, yet entertaining manner. As a group, you will decide upon and research a topic/theory/concept within Small Group Communication and develop an idea for the video and produce the video together. The video will present the Small Group Communication theory or concept to the viewing audience. Each group member must be visible in the video for at least 2 minutes. Work will be graded on understanding/incorporation of theory or concept into video, length of video, and level of effort. Group members share a grade for this presentation; however, the professor reserves the right to reward exceptional work of one group member or award a lower grade to a member who does not do a sufficient amount of work.

Video: 50 pts.

**SPCM 1311 Introduction to Communication Studies  
Organizational Communication and Ethics/Leadership**

- SLO:** *1. Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*
- 2. Create and deliver presentations across multiple contexts.*
- 3. Apply effective approaches to human relational interaction through interpersonal or group and teamwork interactions in various settings and with diverse others.*

Organizational Communication and Ethical Dilemma

After a class discussion on values and ethics, take time to write about your personal values and corresponding code of ethics. The assigned paper should be two pages in length (TNR Font, double-spaced, use headings for sections) and discuss the following areas.

1. Your Code of Ethics
2. Connection between your Code of Ethics and Your Personal Values ( A discussion on the source of your code of ethics – try to trace the root of your ethics ).
3. The importance of a clear and high standard code of ethics in leadership.

Ethics Teamwork: 20 pts.

**SPCM 1311 Introduction to Communication Studies  
Speech Writing and Public Speaking**

- SLO:** 1. *Understand, analyze, and practice effective and ethical oral communication in forms and styles appropriate for various situations, purposes and audiences they serve.*  
2. *Create and deliver presentations across multiple contexts.*

Informative Outline

Research and prepare a formal, topical outline on a topic of your choice. The purpose of this speech is to inform, so choose a topic less familiar to the audience so that the content of the outline is more likely to inform. All topics must be cleared through the professor. Utilize the topical, keyword information from your text book as well as the outline guide posted below when preparing the outline. Minimum of 3 academic sources.

Outline: 50 pts.

*Informative Speech Topical Keyword Outline (Guide)*

General Purpose:

Specific Purpose:

Introduction

- Attention Getting Element
- Introduce Topic
- Build Credibility and Rapport
- Thesis Statement: Today, I hope to inform you about . . . .

Transition:

1. Main Point 1

- a. Subpoint (source)
- b. Subpoint (source)

Transition:

2. Main Point 2

- a. Subpoint
- b. Subpoint (source)

Transition:

Conclusion

- Summarize (Restate Thesis)
- Final Statement

Works Cited/References (3 Legitimate Sources)

### Informative Speech

Practice and deliver a 3-4 minute informative speech based on the informative speech outline. The speech will be graded on delivery (presentation quality), content, structure, and time.  
Speech: 100 pts.

### Visual Aide

Prepare and present/utilize a Power Point presentation that coincides with/is complimentary to your informative speech outline and presentation. Visual aide will be graded on guidelines below. Due, presented, and graded during speech.

Due with speech pres

Visual Aide: 30 pts.

#### *Power Point Presentation Guidelines*

Power Point is only complimentary to speaker – Speaker is focal point.

#### Guidelines

4-5 minutes speech = 3-4 slides (predominantly an outline of your speech)

One solid color (no fades and be consistent)

High contrast color (text to background)

Use large standard font (be consistent across slides)

No full sentences

No animations (helicopter dropping letters from the sky or crazy slide transitioning)

Pictures – use sparingly, picture border, cite picture unless you took picture (very small, centered under picture)

One complete thought per slide (don't mix points on slides)

A good method for 3 slides for a 2 point speech might be: Introductory slide (title, your name), second slide = 1<sup>st</sup> main point, third slide = second main point (possible 4<sup>th</sup> blank slide with same background color).

Fill the Page with Spacing

#### Example

Slide # 2

<p>Main Point One</p> <p>Subpoint (a)</p> <p>Subpoint (b)</p>
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#### Presentation (Please do not enter room while classmates are speaking)

Stand to side of projector

Gesture to presentation

Don't face screen – face audience

Practice with Power Point for flow

Be sure to cover topics in the same order they appear on the slides to minimize confusion

Please save your presentation in at least 3 ways-make sure it will work on classroom computer.

**Visual Aide Grading Rubric**  
 Dept. of Communication  
 Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
Visual Aide (Power Point) closely adheres to required guidelines, including correct number of slides. Power Point serves as compliment to, not focal point, of presentation/presenter. Photos are cited and there is an evident strong effort and high concern for the assignment.	A
Visual Aide (Power Point) mostly adheres to required guidelines, including correct number of slides. Power Point is a bit distracting from presentation/presenter. Above average effort/concern for assignment. Photos cited.	B
Visual Aide (Power Point) somewhat adheres to required guidelines, including correct number of slides. Power Point is unclear and distracting from presentation/presenter. Average effort/concern for assignment. Photos cited.	C
Visual Aide (Power Point) mostly does not adhere to required guidelines, including correct number of slides. Power Point is awkward and very distracting to audience, possibly due to incoherent nature, too much video, etc. Below average level of effort and concern for the assignment. Photos cited.	D
Visual Aide (Power Point) does not adhere to required guidelines, including correct number of slides. Power Point is very unclear, extremely too short or long, and/or displays a strong lack of effort and concern for the assignment. Distracts from the presentation/presenter. Photos not cited.	F

Total: \_\_\_\_\_

## Assigned Paper Grading Rubric

Dept. of Communication

Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The paper is free of grammatical errors, closely adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is clearly covered and is done so in a manner that displays a high level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a high level of effort and originality in thought and writing and makes a clear point.	A
The paper is nearly free of grammatical errors, adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is covered and is done so in a manner that displays an adequate level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a good level of effort and originality in thought and writing.	B
The paper has a few grammatical errors, somewhat adheres to the required style format, and is near the correct length (with appropriate spacing and margins). Content from the assignment is mostly covered and is done so in a manner that displays a marginal level of understanding and application of theory or course concepts to the paper topic(s). The paper displays an evidently average level of effort and originality in thought and writing.	C
The paper has a significantly noticeable amount of grammatical errors, does not adhere to the required style format, and is not quite near the correct length (with appropriate spacing and margins). Content from the assignment is only partially and is done so in a manner that displays a lack of understanding and application of theory or course concepts to the paper topic(s). The paper displays an inadequate level of effort and originality in thought and writing.	D
The paper has numerous grammatical errors, does not adhere to the required style format, and is not near the correct length (with appropriate spacing and margins). Content from the assignment is not covered and a strong lack of topic-understanding is evident. The paper displays an evidently low level of effort and originality in thought and writing.	F

Please see university policy on plagiarism and work hard to not plagiarize. If you are unsure as to whether you are plagiarizing the work of another person it is best to be cautious and take the appropriate steps to insure you are not plagiarizing. In the event that you are caught plagiarizing on this paper you will receive either a reduction of 50% on the assignment (if the plagiarism is minor or not seemingly blatant) or a 0% on the assignment (if the plagiarism is major and seemingly blatant). There are clear guidelines available for what constitutes plagiarism so please do not plan to plead ignorance in the event your grade is reduced for plagiarism. I hope this is not an issue with your paper and do not expect it to be so.

Total: \_\_\_\_\_

### Activity/Work/Video/Presentation/Speech Grading Rubric

Dept. of Communication

Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The work meets the guidelines of the assignment. Each group member participated and there was an evidently high level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is evident. The overall presentation quality and effort was high.	A
The work mostly meets the guidelines of the assignment. Each group member participated and there was an above average of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is somewhat evident. The overall presentation quality and effort was above average.	B
The work somewhat meets the guidelines of the assignment. Each group member participated and there was an average level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is marginal. The overall presentation quality and effort was above average.	C
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently inadequate level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and teamwork is not very clearly represented. The overall presentation quality and effort was below average.	D
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently low level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and there is a clear lack of teamwork. The overall presentation quality and effort was inadequate.	F

Total: \_\_\_\_\_

## Group Work Peer Evaluation

Dept. of Communication

Dr. Justin Velten

Group #: \_\_\_\_\_

Name of Student Assessed: \_\_\_\_\_

Name of Student Assessing: \_\_\_\_\_

In each of the following sections, rate your fellow group member on a scale from 1 – 8 with 8 being the highest score. Once you have completed 5 scales, total the scales for a score out of 40. In some cases, students create a strong bond while working with classmates. These relationships can be a wonderful product of teamwork, but please do your best to offer an objective evaluation of your group members. Your responses remain confidential and are averaged for the group.

Description of Work	Grade (1-8)
<p><i>Attendance</i> This group member was timely and present at most all group meeting.</p>	
<p><i>Initiation</i> This group member seemed engaged in group meetings, offering thoughtful comments and feedback. Generated original ideas and worked with <u>other</u> group members to further develop <u>their</u> ideas.</p>	
<p><i>Workload</i> This group member carried his or her allotted and fair amount of work within the group.</p>	
<p><i>Relational</i> This group member worked to build and maintain strong and positive working relationships with fellow group members. This section is not about popularity or personality differences as much as it is about effort to work together in a positive way.</p>	
<p><i>Overall</i> This section is designed to capture other elements not mentioned above. You can offer an overall grade here or even write in comments regarding your teammate and offer a score on this overall scale.</p>	

Total: \_\_\_\_\_ / 40

Comment:

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Assessment reflective, though not completely related to, The Nine Core Small Group Communication Competencies. (Boebe & Masterson, 2012)

Beebe, Steven A., Masterson, John T. (2012). Communicating in small groups: Principles and practices. Boston: Pearson Education.

## TEAMWORK VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

### Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance .*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to team meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the contributions of team members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual contributions outside of team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.

Fosters constructive team climate	<p>Supports a constructive team climate by doing all of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<p>Supports a constructive team climate by doing any three of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<p>Supports a constructive team climate by doing any two of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>	<p>Supports a constructive team climate by doing any one of the following:</p> <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>
Responds to conflict	<p>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness</p>	<p>Identifies and acknowledges conflict and stays engaged with it</p>	<p>Redirecting focus toward common ground, toward task at hand (away from conflict)</p>	<p>Passively accepts alternate viewpoints/ideas/opinions.</p>

## CRITICAL THINKING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position

Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

## ETHICAL REASONING VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

### Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (grey) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a

				new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications and respond to the objections to, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

## ORAL COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.

Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

## WRITTEN COMMUNICATION VALUE RUBRIC

*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and purpose for writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.

Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage
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