New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **COM1332: Introduction to Human Communication** |
| **Date** | **February 24th, 2017** |
| **Major or Minor** | **Major: new course in Communication Discipline** |
| **Proposer’s Name** | **Dr. Zheng Zhu** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** | **February 16th, 2017** |
| **Department Chair Name** | **Dr. Ann Delilkan** |
| **Department Chair Signature and Date** |  **Feb 16th, 2017** |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **2/23/17** |
| **Brief Description of Proposal**(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **Title: Introduction to Human Communication**This proposal explains the rationale for developing Human Communication as a foundational core course in the Humanities Department. Students are introduced to basic theoretical models and practices in human communication. Students learn how to discuss critical issues, present case studies, and conduct research projects on varying aspects of Human Communication. A course outline and sample syllabus are attached to the proposal.  |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).  | Human Communication is fundamental to Communication Studies. This course lays the foundation for the Humanities Department’s existing plan to develop a Communication major. Students will acquire knowledge and skills to support their personal and professional goals. This course is intended to serve students in the proposed Allied Health Associates Program and is open to students whose major or program of study requires oral and written communication skills.  |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **This is a first submission.**  |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal
 | X |
| * Rationale for proposal
 | X |
| * Date of department meeting approving the modification
 | X |
| * Chair’s Signature
 | X |
| * Dean’s Signature
 | X |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. |  X |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  X |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  | N/A |
| Detailed rationale for each modification (this includes minor modifications) | N/A |

**Table** **of** **Contents**

New Course Proposal Form…………………………………………………4

New Course Proposal Checklist…………………………………………...5-6

Course Overview/Rationale…………………………………………………7

Course Need and Design…………………………………………………..8-9

Course Outline…………………………………………………………...9-14

Content Learning Outcomes/Assessment Methods 11-12

General Education Intended Learning Outcomes/Assessment Methods………………………………………………………………12-13

 Bibliography…………………………………………………………………………….13-14

Sample Syllabus 14-20

Basic Course Information 14-15

Major Graded Assignments…………………………………………..15-16

NYCCT Academic Integrity Policy 16-17

Course Calendar……………………………………………………...18-20

Chancellor's Report……………………………………………………..21-22

Curriculum Modification Library Form……………………………….. 23-24

Common Core Course Submission Form………………………………25-26

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | **COM1332: Introduction to Human Communication** |
| **Proposal Date** | February 24th, 2017 |
| **Proposer’s Name**  | Dr. Zheng Zhu |
| **Course Number** | COM1332 |
| **Course Credits, Hours** | 3 credits, 3 hours |
| **Course Pre / Co-Requisites** | CUNY Proficiency in Reading and Writing |
| **Catalog Course Description** | A foundational communication course providing students with important knowledge of, and training in, different forms of human communication across varying sociocultural contexts and case scenarios. This course covers the following topics: history of human communication, and mediated, health, group, and public communication. |
| **Brief Rationale**Provide a concise summary of why this course is important to the department, school or college. | This course lays the foundation for building a Communication major and is intended to serve students in the proposed Allied Health Associates Program. It is also open to students whose major or program of study requires oral and written communication skills.  |
| **CUNY – Course Equivalencies**Provide information about equivalent courses within CUNY, if any. | COM1001 Introduction to Communication offered by Brooklyn College |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes. This course is intended to fulfill the Common Core in the *Individual* *and* *Society* category. |
| **For Interdisciplinary Courses:*** Date submitted to ID Committee for review
* Date ID recommendation received

- Will all sections be offered as ID? Y/N | N/A |
|  |
|  |
| **Intent to Submit as a Writing Intensive Course** | NO.  |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description
 | X |
| * Brief Rationale
 | X |
| * CUNY – Course Equivalencies
 | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline** Include within the outline the following. |  |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables* Discipline Specific
* General Education Specific Learning Outcome and Assessment Tables
 | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.** Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | X |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | N/A |
| **Course Design**Describe how this course is designed.  |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
|  [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
|  Interdisciplinary Committee Recommendation (if applicable and if received)\* \*Recommendation must be received before consideration by full Curriculum Committee | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development)  | N/A |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). | N/A |
| Established Timeline for Curricular Experiment | N/A |

**Proposed Course Name: Introduction to Human Communication**

**Course Overview & Rationale**

Human Communication is a broad and foundational subject central to the development of Communication studies across a variety of different fields, which include, but are not limited to, Interpersonal Communication, Intrapersonal Communication, Group Communication, International and Intercultural Communication, Health Communication, Public Relations, Mediated Communication, and Political Communication. Therefore, making Human Communication a core course lays the building blocks for the creation of a Communication major. This course is designed to provide undergraduate students with basic and comprehensive knowledge in understanding, analyzing, and using different forms and ways of communication practices in current society.

Based on a nation-wide survey of Communication programs in accredited universities, Human Communication, Introduction to Communication, or Introduction to Human Communication is widely offered as a basic course by both leading research universities and teaching-centered colleges. For example, New York University, Ohio State University, Brooklyn College, Kent State University, Louisiana Tech University, Northwest Arkansas Community College, Mesa Community College, Fullerton College, and Palomar College all designate the study of Human Communication as a key subject that COM major students need to master before moving on to their specific areas of concentration.

The Humanities Department at New York City College of Technology designates Human Communication as a core and basic course to support its current endeavor of building a strong Communication major. Students who plan to major in Communication will gain an overview of what Communication studies encompass, both theoretically and practically. They will also acquire an in-depth understanding of the particular field they are interested in through conducting selective individual projects. The COM faculty assigned to teach this class will provide guidance in choosing topics for the final projects that match students’ interests. The final paper and presentation serve as a segue to help students identify, confirm, and transition into the specific subfield of Communication they wish to pursue.

**Course Need**

**Students who would take this class:** future students who intend to major in Communication Studies at City Tech and other CUNY schools, including students who intend to major in Communication Studies after transferring from other colleges/universities. Any students whose majors require oral and written communication skills can also take and benefit from this class. Please note that they can take this class as an elective. Students in the Allied Health program can take this class under the College Option in place of COM1330.

**Materials and activities costs for students:** cost for the required textbook: $47.48 for the eTextbook. The hardcopy used version is $69.82. No student cost for the in-class activities.

**Department**: Humanities

**Program**: Communication

**The number of section (s) anticipated:** one section for the first semester

**Projected headcount: 24** students for spring semester, **24** students for fall semester

**Physical Resources required:** basicSmartRoomset**-**up**:** a computer console, a screen, and a computer-linked projector.

**Course overlap:** the course was initially considered a potential overlap with some of the courses offered at Human Services. However, after a careful and extensive review of the course offerings, the possibility of overlap was shown to be low as the courses offered by the Human Services department focus on the service work and practices in community-based and professional contexts. COM1332 centers on studying the history, origin, processes, and basic forms of human communication across diverse social, cultural, organizational, and mediated contexts. It has been confirmed that there is no significant overlap with any existing courses in the English department (the email confirmation from the Chair of English Department is included in the proposal package).

**Faculty** **qualified** **for** **teaching** **this** **course**: Faculty members who have doctoral degrees in Communication and have previously taught classes in the areas of Human Communication at other tertiary-level institutions are amply qualified.

**Course design**

**Course context:** this course will be required of future Communication major students but will be an elective for non-Communication major students. Students are required to develop an independent research or professional project at the end of the semester. This course will be available to all City Tech students as part of the Common Core.

**Course** **structure**: This course will be offered in a lecture style/format.

**Anticipated** **Pedagogical** **Strategies** **and** **Instructional** **Design**: This class will be run in a lecture-activity style/format. It will typically start with a lecture and then move on to creative in-class activities, such as role-play situations replicating various real communication situations/scenarios, discussions and debates surrounding critical issues raised during the class time, creative group assignments, formal individual and group presentations on completed research projects.

**Providing Support to Programmatic Learning Outcomes:** This course requires satisfactory completion of reading, writing, formal presentations, creative in-class group or individual assignments, and two major exams. It therefore meets the College and Humanities Department’s programmatic learning outcomes.

**Teaching Platform:** If approved, COM faculty will run this course in a live classroom.

**Course Outline for Introduction to Human Communication**

New York City College of Technology

City University of New York

Humanities Department

Course Outline

**Course Description**

A foundational communication course providing students with important knowledge of, and training in, different forms of human communication across varying sociocultural contexts and case scenarios. This course covers the following larger topics: the history of human communication, and mediated, health, group, and public communication.

**Course** **Credits**: 3

**Course** **Hours**: 3

**Pre-requisite**: CUNY Proficiency in Reading and Writing

**Required Text:** Beauchamp, S. R., & Baran, S. J. (2015). *Introduction to human communication*. New York, NY: Oxford University Press.

**Scope of Assignments:**

This course requires a minimum of 6 pages of formal writing, two formal presentations, two major exams, and the satisfactory completion of all assigned in-class activities. Written assignments include two papers that can demonstrate students’ successful application of the course content to the real life practice of human communication (2-3 pages long for the group paper, 4-5 pages long, which is about 1200-1500 words, for the final individual paper). The final paper helps students identify a particular area that they can continue pursuing in Communication studies. Students need to provide formal presentations for both the group and individual projects. The presentation needs to meet all the basic requirements for completing a professional and formal presentation. Therefore, oral communication is an important part of this class. The two major exams include a mid-term test covering the first 8 chapters of the textbook and a final test covering the remaining 5 chapters. The in-class activities include group discussions, role-play situations, and impromptu presentations on issues central to the foundational practices of human communication.

**Grading Scale, Policy, and Procedures**

**1, grading scale**

A: 93%-100%, A-: 90%-92.9%, B+: 87%-89.9%, B: 83%-86.9%, B-: 80%-82.9%, C+: 77%-79.9%, C: 73%–76.9%, C-:70%-72.9%, D: 60%-69.9%, F: 59.9% and below.

WU: Unofficial Withdrawal

WF: Withdrew Failing

**2, grading policy and procedures**

Students are required to complete the following assignments for this class. These assignments include two exams, three quizzes, one group paper and formal group presentation, one individual paper and formal individual presentation.

1. Mid-term and final exam (100 points total, 50 for each exam): These two exams cover the key concepts that are emphasized in the assigned reading materials and via in-class instruction. To secure a satisfactory grade, students need to complete the reading, listen and understand the lecture, and participate actively in class discussions. Detailed instruction will be supplied in class.

2. Three quizzes (90 points total, 30 for each quiz): Students need to complete three quizzes throughout this semester. The quizzes are based on the textbook, in-class instruction and discussion. Detailed instruction will be provided in class.

3. Group paper and presentation (80 points total – 50 points for the paper, 30 points for the formal presentation): students are assigned to different groups. Each group needs to identify a serious problem for a certain type of human communication and propose a solution. There will be 3-4 students each group. Each group presentation needs to be between 7-8 minutes. Detailed instruction will be provided in class.

4. Final individual paper and presentation (100 points – 60 points for the written portion of the final project, 40 points for the formal presentation): students need to first identify a specific subfield in communication studies that they intend to pursue for further education or a career path. After confirming with the professor, they can work on developing a research or professional project that meets their academic or professional goals. The project must be in standard academic written format. Students need to submit an outline for the final project 2 weeks before the final paper is due in class. The outline is worth 10 points, which is part of the 60 points for the written portion of the final project. The final paper is worth 50 points. Students need to present their final individual projects to the class. Each presentation needs to be between 4-5 minutes long. Detailed instruction will be provided in class.

5. Participation (30 points): Students are expected to attend the class **ON TIME** and contribute to all in-class activities.

**Course Structure**

Thestructure of this courseis developed through a wide and in-depth survey of the human communication courses offered by some leading research and teaching universities in the United States. Written assignments and in-class activities support and reinforce the course content. Throughout the semester, students will be taught to apply theoretical principles to various forms of communication practices and scenarios.

**Sample Sequence of Weekly Topics**

1. why we study Communication: The Evolution of Communication Models
2. Communication Research
3. Nonverbal and Verbal Communication
4. Developing and Delivering a Formal Presentation
5. Relational and Conflict Communication, Communicating in Small Groups
6. Organizational Communication
7. Mid-Term Exam
8. Academic Writing
9. Intercultural Communication and Mass Communication
10. Group Presentation & In-Class Discussion
11. Media Literacy
12. Social Media and Communication Technologies
13. Persuasion and Social Influence, Health Communication
14. Final Paper Presentations
15. Final Exam

**Content Learning Outcomes/Assessment Methods**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| Students demonstrate awareness of the key concepts that are central to the theory and practice of human communication | ACTIVITY: The instructor assigns readings to students, provides detailed and engaging lectures on the key concepts emphasized in the assigned readings, and organizes relevant in-class activities. EVALUATION: Students are required to complete two major exams that should be a clear reflection of their mastery of the major class concepts. The instructor gains an accurate understanding of, and correct assessment results on the students’ learning outcomes through the following methods: 1, asking them questions during lecture time, and 2, observing their performances in class activities.  |
| Students apply the theoretical concepts to the practical situations involving different forms of human communication  | ACTIVITY: The instructor assigns students to complete 2 major writing projects in one semester; group paper and the final individual paper. Each writing project requires students to examine a critical issue on a specific type of human communication. EVALUATION: Students reflect upon, contemplate, and analyze important theoretical and practical issues centering on human communication. The assessment of these two papers is based on three main criteria: The ways the students build connections between their case analysis and class concepts, the level of sophistication in their analysis, and the quality of writing.  |
| Students present their ideas and strategies on handling critical issues of human communication in a clear, systematic, and organized format.  | ACTIVITY: Students formally present their group and final individual projects to the entire class and answer questions raised by their audience afterwards.EVALUATION: This presentation requirement is aimed at 1) offering students opportunities to work together as a group and 2) effectively communicate their thoughts, feelings, and research findings to the audiences. The development of a well-articulated and organized presentation shows a successful communication experience between the audience and speakers. The assessment of this assignment is based on three main criteria: 1) the relevance, appropriateness, and depth of the content covered in the presentation, 2) the organization of the main arguments, and 3) the effectiveness of delivery, which includes eye contact, use of voice, and the level of enthusiasm. The oral component of the group and individual projects is a key criterion in grading.  |

**General Education Intended Learning Outcomes/Assessment Methods**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| **KNOWLEDGE**Students develop awareness of foundational theoretical models and lines of thinking in human communication, such as the history and origin of human communication, mediated communication, health communication, group communication, organizational communication, and public communication.  | ACTIVITY: students read book chapters that address the foundational and key concepts in human communication. Students are expected to demonstrate an in-depth understanding and analysis of important issues central to the three different forms of human communication practices. EVALUATION: Students’ three quizzes and exams should be a reflection of their actual understanding of the required texts. Both the group and final individual projects need to follow APA formatting, demonstrated thorough analysis of the critical issues highlighted in the paper.  |
| **SKILLS**Students practice their various types of communication skills through in-class activities and group project presentations. Students also learn how to conduct proper research on certain types of human communication through data collection and analysis.  | ACTIVITY: a variety of in-class activities are provided by the instructor. These activities recreate common scenes and scenarios that people usually experience or observe in communication across varying contexts. Through conducting independent and group research projects, students can learn basic research skills, such as data collection and analysis. EVALUATION: Throughout the semester, students are assessed by their level of engagement in these class activities and the progress they have made as both individuals and team members. For their independent and group projects, students are required to have proper data collection and analysis, which are a central part of the assessment criteria. |
| **VALUES**Students gain a foundational understanding and extensive knowledge on the major forms of human communication. In addition, students are expected to identify and further develop meaningful research projects that could help them with their continuing education or career development in Communication Studies. | ACTIVITY: All in-class activities, independent, group projects, formal presentations, and exams aim to provide students with a basic and important understanding of human communication, help them develop productive and lasting communication experience, and enable them to find a particular area that they are interested in for further education as Communication majors or for career development as Communication professionals.EVALUATION: The overall evaluation of these assignments is based on three larger criteria: the level of engagement in writing, presenting, and class participation, the level of accuracy in understanding, presenting, and applying class-related concepts, and the progress that students make throughout the semester.  |

**Bibliography**

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Ross, C., Orr, S. E., Sisic, M., Arseneault, M, J., Simmering, G. M., & Orr, R. R. (2009). Personality and motivations associated with facebook use. *Computers in Human Behavior, 25* (2), 578-586.

DeFleur, L. M., Kearney, P., & Plax, G. T. (1998). *Fundamentals of human communication.* Mountain View, CA: Mayfield Publishing.

DeVito, J. (2013). *Essentials of human communication* (8th ed). New York, NY: Pearson.

Goffman, E. (1959). *The presentation of self in everyday life*. New York, NY: Anchor.

Hanson, R. E. (2015). *Mass communication: Living in a media world* (5th ed). Thousand Oaks, CA: Sage Publications.

Dovidio, J.F., Brown, C.E., Heitman, K., Ellyson, S.I., & Keating, C.F. (1988). Power displays between men and women in discussions of gender-related tasks. *Journal of Personality and Social Psychology,* *55*, 580-587.

Hanh, N. T. (2014). *The art of communicating*. San Francisco, CA: HarperOne.

Hughes, S. M., Dispenza, F. & Gallop, G.G., Jr. (2004). Ratings of voice attractiveness predict sexual behavior and body configuration. *Evolution and Behavior,* *25*, 295-304.

Krauss, R.M., Freyberg, R., & Morsella, E. (2002). Inferring speakers' physical attributes from their voices. *Journal of Experimental Social Psychology,* *38*, 618-625.

Krauss, R. M. & Fussell, S. R. (1990). Mutual knowledge and communicative effectiveness. In, J. Galegher, R. E. Kraut & C. Egido (Eds.), *Intellectual Teamwork: Social and Technical Bases of Collaborative Work*. Hillsdale, NJ: Erlbaum, 111-144.

Richter, A. (2016). Defining media freedom in international policy debates*. Global Media and Communication, 12,* 127-142.

Ruben, B. D., & Stewart, L. P. (2016). *Communication & human behavior* (6th ed). Dubuque, IA: Kendall Hunt.

Wood, J. (2013). *Communication mosaics: An introduction to the field of communication* (7th ed). Boston, MA: Cengage Learning.

Woods, K. (2016). Organizational ambidexterity and the multi-generational workforce. *Journal of Organizational Culture, Communications and Conflict*. *20* (1), 95-111.

**Sample Syllabus – Introduction to Human Communication**

Proposed Date for Offering the Class: 2018 Spring Semester

Department: Humanities

Instructor: Dr. Zheng Zhu

Instructor’s Contact Information (see below)

Email: ZZhu@citytech.cuny.edu

Office: N630

Tentative Office Hour: Monday from 2:30pm-3:30pm, Tuesday, 1pm-2pm

**Course Description:**

A foundational communication course providing students with important knowledge of, and training in, different forms of human communication across varying sociocultural contexts and case scenarios. This course covers the following larger topics: the history of human communication, and mediated, health, group, and public communication.

**Course** **Credits**: 3

**Course** **Hours**: 3

**Prerequisite**: CUNY Proficiency in Reading and Writing

**Required Texts**: Beauchamp, S. R., & Baran, S. J. (2015). *Introduction to human communication*. New York, NY: Oxford University Press.

**Course Learning Objectives**:

Upon successful completion of this course, students should be able to:

* Read and comprehend important materials focusing on human communication (theory).
* Develop an accurate and in-depth understanding of various types and forms of human communication (theory)
* Provide thorough and critical analysis of scenarios that replicate different type of human communication (theory and practice).
* Orally present important ideas and information to audiences in a formal and professional manner.
* Identify and complete individual research projects that meet students’ specific academic or career goals in Communication (practice).

**Blackboard Requirements and CITY TECH email:**

* It is mandatory that you set up and check your CAMPUS email and BLACKBOARD regularly throughout the semester. I will post required readings and detailedinstruction for completing your assignments on blackboard. I will also send important course-related announcements through blackboard email system. Therefore, it is vital that you check your Blackboard and CITYTECH email on a regular basis, which means at least three times a day.
* All incoming and outgoing assignments and correspondences will be sent ONLY through CAMPUS EMAIL. Personal email accounts are not connected to Blackboard, and CANNOT transmit important messages to you from your instructor. Call Tech Support for assistance at 718-260-5601 or visit G604.

**Major Graded Assignments**

Students are required to complete **four** major assignments for this class. These four assignments include two exams, three quizzes, one group paper and presentation, and one final individual paper and presentation.

1. Mid-term and final exam (100 points total, 50 for each exam): These two exams cover the key concepts that are emphasized in the assigned reading materials and via in-class instruction. To achieve/secure a satisfactory grade, students need to complete the reading, listen and understand the lecture, and participate actively in class discussions. Detailed instruction will be supplied in class.

2. Three quizzes (90 points total, 30 for each quiz): Students need to complete three quizzes throughout this semester. The quizzes cover the information drawn from the textbook, in-class lecture and discussion. Detailed instruction will be provided in class.

3. **Group** paper and presentation (80 points total – 50 points for the paper, 30 points for the presentation): students are assigned to different groups. Each group needs to identify a serious problem for a certain type of human communication and propose a solution. There will be 3-4 students each group. Each group presentation needs to be between 7-8 minutes. Detailed instruction will be provided in class.

4. Final **individual** paper and presentation (100 points – 60 points for the written portion of the final project, 40 points for the presentation): students need to first identify a **specific subfield** in communication studies that they are interested in for pursuing further education or a career path. After confirming with the professor, they can work on developing a **research** project that meets their goals in further education or career development. The project must be in **standard academic** written format**.** Students need to submit an outline for the final project 2 weeks before the final paper is due in class. The outline is worth 10 points, which is part of the 60 points for the written portion of the final project. The final paper is worth 50 points. Students need to present their final individual projects to the class. Each presentation needs to be between 4-5 minutes long. Detailed instruction will be provided in class.

5. Participation (30 points): Students are expected to attend the class **ON TIME** and contribute to all in-class activities.

**Grade distribution**

Assignments Percentages

Two exams 25%

Three quizzes 22.5%

Group paper 12.5%

Group presentation 7.5%

Final individual paper, including the outline 15%

Individual presentation 10%

Participation 7.5 %

**Plagiarism and NYCCT Academic Integrity Policy:**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments.
* **Internet Plagiarism** includes submitting downloaded term papers or parts
of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
* Speech assignments must be paraphrased in your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

**Reasonable Accommodation**

We are committed to providing reasonable accommodation to students with disabilities. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Students Support Services (OSSS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from OSSS, which is located in room A-237. It is the student’s responsibility to initiate contact with the OSSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Humanities Department Commitment to Student Diversity**

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

**Attendance:** This class will be taught in a face-to-face traditional classroom setting.

\*\*CUNYFirst documents your class registration date. *If you miss the first day or two of class, and your name is listed on the CUNYFirst roster, then you are considered absent.* Students who are absent on the first meeting day are responsible for acquiring class notes from other students, checking Blackboard, and speaking to the professor. *"I didn't know I had a paper (or an assignment due today) because I was absent"* is **not** a valid excuse.

A student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses and time outside the classroom taken by students during class meeting periods. Each professor will keep accurate, detailed records of students’ attendance and will assign a WU to students who completely stop attending at any time before the final exam week.

**Course Procedures:**

**Assignments**: Assignments must be turned in on time. Late work will be penalized by 10%. No make-up exams allowed unless a) students miss an exam due to an emergency that is documented and verifiable; b) students contact the instructor as soon as possible. No assignments will be accepted after the last day of the current session.

**Professionalism:** Students are expected to turn in original work of high standard. Papers will be graded on given criteria as well as on spelling, grammar, and level of sophistication. Students are expected to have read assigned material before coming to class. Students’ oral presentations will be penalized if a student is wearing an outerwear garment, chewing gum, or wearing any form of headgear. Religious attire is accepted.

**Etiquette**:

It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes behavior towards other students and the instructor, both in class and online. Inappropriate language or ‘flaming’ will not be tolerated and can negatively affect your grade.

\*\*Text messaging or checking social media under the desk has become a serious problem in the classroom. Not only is it obvious and distracting to the professor, but also it disrupts the learning environment for everyone—including you! It also prevents youfrom taking notes and paying attention. Missing pertinent information will result in poor performance and ultimately a lower grade. The professor will not reward this unprofessional behavior by answering questions or repeating instructions after class for students who are seen using their cell phones during a lecture/discussion. If you have an emergency or simply need to check in with a babysitter or ill friend/partner/family member, politely excuse yourself from the room to use the phone.

\*Please note: Using any form of technology during a lecture, group work, exam or presentation will result in the deduction of points for either class participation or relevant course assignments, including exam, group work, and presentation. The amount of points deducted are subject to a careful and thorough review of the case first. For class participation, the deduction ranges from 2-10 points. For course assignments, the deduction ranges from 5% to 40% of the points total for the entire assignment.

**Tentative Weekly Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1** | Review of the syllabus and reading is due for the chapters 1 | Personal Data Sheet and Course Contract due | Topic: why we study Communication: The Evolution of Communication Models |
| **Week 2** | Reading is due for chapter 2  | Lecture and in-class discussion | Topic: Communication Research |
| **Week 3** | Reading is due for chapters 3 and 4 | Lecture and in-class discussionYour first quiz is due in class  | Topic: Nonverbal and Verbal Communication |
| **Week 4** | Reading is due for Chapter 15  | Lecture and in-class discussion | Topic: Developing and Delivering a Formal Presentation  |
| **Week 5** | Reading is due for chapters 6 and 7 | Lecture and in-class discussionYour second quiz is due in class  | Topics: 1, Relational and Conflict Communication. 2, Communicating in Small Groups |
| **Week 6**  | Reading is due for chapter 8 | Lecture and in-class discussionReview for mid-term exam | Topic: Organizational Communication |
| **Week 7** | No reading is due this week | Mid – term exam | **Note:** mid-term covers chapters 1-8, professor’s lecture, and discussion with students. |
| **Week 8** | Writing workshop | Writing workshop | Topic: academic writing |
| **Week 9** | Reading is due for chapters 9 and 10 | Lecture and in class discussionProviding instruction on group paper and presentation | Topics: 1. Intercultural Communication, 2. Mass Communication |
| **Week 10** | No reading is due this week  | Group presentation & In-Class Discussion | **Note:** both theinstructor and students raise questions at the end of each presentation, so students need to be well-prepared for these question-answer sessions. |
| **Week 11** | Reading is due for chapter 11 | Lecture and in-class discussionLast quiz is due in class. Providing instruction on final project/final paper | Topic: Media Literacy |
| **Week 12** | Reading is due for chapter 12 | Lecture and in-class discussionOutline for the final paper is due in class | Topic: Social Media and Communication Technologies |
| **Week 13** | Reading is due for chapters 13 and 14 | Lecture and in-class discussion (Providing study guide for the final exam) | Topics: 1. Persuasion and Social Influence, 2. Health Communication |
| **Week 14** | No reading is due this week | Final paper is due in class. Students present their final papers in class.  | Note: some questions might be asked after the presentations, so students need to be well- prepared for these question-answer sessions. |
| **Week 15** | No reading is due this week | Final exam is due in class | Final exam covers chapters 9-13.  |

CHANCELLOR’S REPORT FORM

Department: Humanities

Date: February 24, 2017

**NEW COURSE PROPOSAL**

**Section AIV: New Course**

|  |  |
| --- | --- |
| **Department(s)** | **Humanities** |
| **Academic Level** | **[X] Regular [  ] Compensatory [  ] Developmental [  ] Remedial** |
| **Subject Area** | Communication Studies |
| **Course Prefix** | **COM**  |
| **Course Number** | **COM1332** |
| **Course Title** | **Introduction to Human Communication** |
| **Catalog Description** | A foundational communication course providing students with important knowledge of, and training in, different forms of human communication across varying sociocultural contexts and case scenarios. This course covers the following topics: history of human communication, and mediated, health, group, and public communication. |
| **Prerequisite** | CUNY Proficiency in Reading and Writing |
| **Corequisite** | **None** |
| **Credits** | **3** |
| **Contact Hours** | **3 Class Hours, 0 Lab Hours** |
| **Liberal Arts** | **[ X ] Yes [  ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | **No, it is not a Writing Intensive class.**  |
| **Course Applicability** | **[ ] Major** **[ ] Gen Ed Required [ X ] Gen Ed - Flexible [ ] Gen Ed - College Option****[ ] English Composition [ ] World Cultures [ ] Speech****[ ] Mathematics [ ] US Experience in its Diversity [ ] Interdisciplinary****[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts** **[ x ] Individual and Society**  **[ ] Scientific World**  |
| **Effective Term** | **SPRING 2018** |

**Rationale:** **Interpersonal Communication is a growing and central subject in Communication Studies. This course is a valuable addition to the Humanities Department’s existing plan to develop a Communication major. Students will acquire skills to support their personal and professional goals.**

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new courses/programs.

Consult with your library faculty subject specialist (<http://cityte.ch/dir>) **3 weeks before the proposal deadline**.

**Course proposer:** please complete boxes 1-4. **Library faculty subject specialist:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**Proposed Course Name: Introduction to Human Communication | **Department/Program**Humanities |
|  | **Proposed by** (include email & phone)Dr. Zheng Zhu, Email: ZZhu@citytech.cuny.edu & 718-260-5029  | **Expected date course(s) will be offered** Spring, 2018**# of students:** 24 |

|  |  |
| --- | --- |
| **2** | **The library cannot purchase reserve textbooks for every course at the college, nor copies for all students. Consult our website (**[**http://cityte.ch/curriculum**](http://cityte.ch/curriculum)**) for articles and ebooks for your courses, or our open educational resources (OER) guide (**[**http://cityte.ch/oer**](http://cityte.ch/oer)**). Have you considered using a freely-available OER or an open textbook in this course?**Yes, I have considered using a freely-available OER or an open textbook in this course for the situation described above.   |

|  |  |
| --- | --- |
| **3** | **Beyond the required course materials, are City Tech library resources sufficient for course assignments? If additional resources are needed, please provide format details (e.g. ebook, journal, DVD, etc.), full citation (author, title, publisher, edition, date), price, and product link.**Yes, CityTech Library resources are sufficient for the proposed course assignments because this is an **entry-level** class, so the main reading for the course is a required textbook that I will personally assign to my students. Title of the required textbook: ***Introduction to Human Communication***. Author: Susan R. Beauchamp, Stanley J. Baran. Publisher: Oxford University Press, Date: 2015, Price: 47.48 dollars (e textbook), 69.82 (used hardcopy)  |

|  |  |
| --- | --- |
| **4** | **Library faculty focus on strengthening students' information literacy skills in finding, critically evaluating, and ethically using information. We collaborate on developing assignments and customized instruction and research guides. When this course is offered, how do you plan to consult with the library faculty subject specialist for your area? Please elaborate.**Yes, I do want to invite a library faculty for a guest lecture on how to find, evaluate, and use information in conducting original research, which is an important part of the proposed course assignments.   |

|  |  |
| --- | --- |
| **5** | **Library Faculty Subject Specialist: Prof. Morris Hounion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Comments and Recommendations: Library resources are sufficient for this new course. The bibliography will be checked to ascertain what books and/or journal resources we already have, or if lacking any the Library will order any of the materials (print or online) needed for the course.** **Date: April 6, 2017** |

**CUNY Common Core
Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

|  |  |
| --- | --- |
| **College** |  NYC College of Technology |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** |  COM1332  |
| **Course Title** | Introduction to Human Communication |
| **Department(s)** | Humanities |
| **Discipline** | Communication |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Pre-requisites (if none, enter N/A)** | CUNY Proficiency in Reading and Writing |
| **Co-requisites (if none, enter N/A)** | N/A |
| **Catalogue Description** | A foundational communication course providing students with important knowledge of, and training in, different forms of human communication across varying sociocultural contexts and case scenarios. This course covers the following topics: history of human communication, and mediated, health, group, and public communication. |
| **Special Features (e.g., linked courses)** | N/A |
| **Sample Syllabus**  | Syllabus must be included with submission, 5 pages max recommended |
| **Indicate the status of this course being nominated:**[ ]  current course [ ]  revision of current course [x]  a new course being proposed |
| **CUNY COMMON CORE Location** **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** |
| Required[ ]  English Composition[ ]  Mathematical and Quantitative Reasoning[ ]  Life and Physical Sciences |  Flexible[ ]  World Cultures and Global Issues [x]  Individual and Society[ ]  US Experience in its Diversity [ ]  Scientific World[ ]  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. |

**Learning Outcomes**

**In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

**II. Flexible Core** **(18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

|  |
| --- |
| **D. Individual and Society**A Flexible Core course must meet the three learning outcomes in the right column. |
| Students review literature or relevant documents from a variety of credible sources focused on human communication. Students assess the views and opinions developed in the surveyed documents and pick the ones that are closely related to their research interests.  | * Gather, interpret, and assess information from a variety of sources and points of view.
 |
| For their group papers, students analyze thearguments made by others in the chosen scenarios | * Evaluate evidence and arguments critically or analytically.
 |
| For their individual papers/projects, students develop strong and reasonable arguments in support of their research findings through a thorough and in-depth analysis and presentation of the data (evidence) | * Produce well-reasoned written or oral arguments using evidence to support conclusions.
 |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
 |
| In their group papers, students need to develop a larger and in-depth understanding of the changing dynamics and processes of human communication and the socio-cultural system where the communication takes place.  | * Examine how an individual's place in society affects experiences, values, or choices.
 |
| For both their group and individual projects**,** students examine the arguments emphasized in the assigned readings and provide detailed analysis of the value and meanings embedded in the arguments, through both formal writing and presentations. | * Articulate and assess ethical views and their underlying premises.
 |
| Students clearly and formally present the process through which they identify and collect the data, and articulate ways the data help them answer the research questions. | * Articulate ethical uses of data and other information resources to respond to problems and questions.
 |
|  | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
 |