

B.A. School of Communication, Media and Journalism
College of Humanities and Social Sciences
Kean University
A.Y. 2013-2014

Mission Statement

The School of Communication, Media and Journalism (formerly the Department of Communication) encourages students to engage in all forms of critical dialogue to succeed in a globalized society. Students are taught to use theory, research, praxis, and ethics in order to problem---solve in a media---rich and diverse world. The School believes that students should value critical listening and viewing, public speaking, community building, and intellectual curiosity as necessary components of effective communication.

Approved Learning Objectives for the School (for a description of direct and indirect measures, see *Assessment Process* section below).

SLO1: Understand how the power of communication helps change and shape society; (KU 2), (GE K2, S4, GEV 2, GEV 3, GEV 4, GEV 5)

SLO2: Demonstrate diverse communication styles: oral, written, nonverbal and visual; (KU 1,2,4), (GE S1, S2, S5, GEV 3)

SLO3: Engage in critical dialogue to become reflective practitioners; (KU 1,2,4), (GE S1, S2, S4, GEV 2, GEV3)

SLO4: Apply the ability to balance theory and experience (KU 3,4), (GE K2)

SLO5: Demonstrate leadership skills and skills in coordinating team dynamics. (KU 1--4), (GE S2, S4, GEV3, GEV 4)

SLO6: Ground communication messages in a framework that promote ethical analysis (KU 1--4) (GE S2, GE S3, GE S4, GEV1, GEV2, GEV3,)

The below statement was discussed and approved after review of learning objectives and Mission Statement in Fall 2011.

Communication professionals are trained to adapt to new modes of communication in a rapidly changing multicultural society. They understand diverse perspectives and engage in civil dialogue. They employ an awareness of the power of communication through the use of ethical argument and evidence. Professionals adapt theory to experience and creatively problem solve after analysis of communicative environments. Professionals learn to be leaders and participate in groups and teams.

- a. Students will understand that communication has the power to create realities through nonverbal communication, verbal messages and images.
- b. Students will understand that media and channels of communication carry persuasive authority for audiences.
- c. Students will demonstrate effective team and group skills.
- d. Students will demonstrate competencies in oral written and technical skills.
- e. Students will value argument and evidence through class discussion and assignments.
- f. Students will analyze audiences as part of message construction.
- g. Students will understand the relationship between communication and ethics.
- h. Students will construct messages that address multiple perspectives.
- i. Students will engage in critical thinking and problem solving through dialogue.

Assessment Process

Communication students have 7 core courses to take as part of the requirements for the major. These 7 core courses provide a sound backbone of the discipline with regard to the research and theoretical aspects of communication studies, film, journalism media, public relations as well as the various areas of study within these fields. As such, these core courses are the primary vehicle for assessing the knowledge of our students. Beyond the core courses, students take 36--42 credits total in program courses, and it is likely that no two (or very few) majors take the exact same grouping of courses. Therefore, the faculty has agreed to center our assessment on the core knowledge of theory and practice.

Each core course has assessment tools such as exams, research and reflective writing assignments, portfolio work, group work products, etc., as part of the evaluation process and the Sociology program has used results of assessment for making improvements to program practices aimed at increasing student learning. For example, our Comm 1402 (See rubric 1) class has assessed students since 2002. We streamlined our assessment in 2006 and again in 2009 making it easier for instructors to enter data. Approximately 400 students are involved with this assessment each semester. We have addressed the issue of student outlining through faculty training and assessment in the area of speech outlines has improved. We are working to increase the number of students assessed. Another example involves an assessment tool for our overall communication program. Students complete a pre--test of ten communication theories (Rubric 2) in Comm 3720 and repeat the same test in Comm 4962, The Senior Research Seminar. We have learned that our

expectations were too high and unrealistic. We are looking at a new set of core concepts that focus on broader models related to more general knowledge for a pre/post test in Spring 2012. A final example involves a series of informal focus groups conducted by the department chairperson over the last five years. We learned that students need guidance in career focus so we have created a communication club that brings three professionals in our field to campus each semester. Student feedback has been very positive and students indicate that they have a clearer focus as they move into the profession.

The culminating assignment done in the Capstone Course, has been identified as a direct measure for assessing attainment of our program Student Learning Outcomes. In this course, assessment data is collected from an assignment that requires students to provide the evidence of meeting program goals. Each semester, composite data from scored student assignments will be collected and analyzed to address areas of program strengths and weaknesses and to inform our decisions ultimately resulting in program improvements. In addition, a systematic process for gathering data utilizing an indirect measure, the Graduating Student Survey, was established. Data from the student survey will also help inform our decisions regarding program improvement to increase student learning.

Rubric 1

SPEAKER EVALUATION FORM

Name of Speaker _____

Section _____

Student ID _____

Speech (1 or 2)

Key: 1=Unacceptable 2=Fair 3=OK/acceptable 4=good/above average 5=Excellent

Rating	Item	✓ = Positive, Effective 0 = Needs Work		Comment
CONTENT				
	Analysis of Topic	___ Clear Purpose ___ Clear central idea	___ Multi-sided argumentation ___ Relevant topic	
	Supporting Material	___ Credible Sources ___ Cited Sources	___ Varied Sources Sufficient Sources ___ Appropriate visual aid	
	Organization	___ Introduction ___ Main Points Clear	___ Transitions ___ Conclusion	
	Style	___ Defined terms ___ Vivid terms	___ Grammar ___ Avoids clichés, jargon	
DELIVERY				

	Engagement	__ Audience awareness __ Eye contact	__ Poise __ Manages anxiety
	Body Movement	__ Posture __ Gestures	__ Facial Expression
	Voice Quality	__ Volume __ Tone __ Variety	__ Extemporaneous __ Articulation __ Vocal Control
	Fluency	__ Freedom from notes __ Avoids vocal fillers	__ Effective pace __ Effective use of Pauses __ Effective rate
PREPARATION			
	Outline	__ Structure	__ Bibliography __ Annotation
IMPACT			
	OVERALL IMPACT	__ Speaker is credible __ Appropriate use of time	__ Speech is memorable __ Speech accomplishes purpose
	FINAL GRADE		

Rubric 2

Please circle the correct answer.

1. Michael and Steve are having a difficult time communicating. Michael asked Steve if they could sit down and talk about why they are not seeing eye-to-eye on things. This is an example of:
 - a. paralanguage
 - b. Metacommunication
 - c. proxemics
 - d. reflected appraisal

2. The theory of social penetration proposes:
 - a. that relationships develop by becoming increasingly open
 - b. that relationships deteriorate in phases
 - c. that turning points structure relationships
 - d. that trajectories guide communication in relationships

3. Jen has been dating Steve for less than a month. During a recent date, Jen discovered that she was uncomfortable because she had revealed a lot of information about her dysfunctional childhood to Steve but had not told him about the time she was arrested for driving under the influence. Which dialectical tension was Jen experiencing?
 - a. autonomy and connection
 - b. openness and protection
 - c. novelty and predictability
 - d. real and ideal

4. Both the deductive and inductive research models:
 - a. are linear
 - b. start with identifying a research question
 - c. move from the theory to the data
 - d. move from the data to develop the theory

5. Narrative Theory is used to:
 - a. test hypotheses about communication
 - b. explore ways humans share experiences through stories
 - c. study the ways that women have been silenced
 - d. analyze networks within organizations

6. Which of the following can be used as an agenda setting device?
 - a. an editorial cartoon
 - b. an editorial
 - c. advertising
 - d. all of the above

7. Which of the following is not a major concern of critical theorists?
 - a. to explore and uncover power imbalances
 - b. to emancipate as a process of emerging awareness and communicative action on the part of the oppressed
 - c. to reveal the social structures that lead to ideological hegemony
 - d. to learn relational rules that guide communication

8. Rhetoric is best defined as:
 - a. adapting ideas to people and adapting people to ideas
 - b. the relationship between culture and language
 - c. the investigation of the social construction of meaning
 - d. the management of conflict through dialogue

9. The issue of speaker credibility relates most specifically to:
 - a. logos
 - b. pathos

- c. ethos
- d. ethymeme

10. Which statement is correct with regard to the relationship between hearing and listening/

- a. hearing is the same as listening
- b. hearing is the process of assigning meaning to sounds
- c. hearing begins with selecting sounds to attend to in your environment; listening assigns meaning to those sounds
- d. hearing is a passive physiological process whereas listening is an active interpretive process

CORE COURSES (SLO= Student Learning Objective, CLO= Course Learning Objectives). They are integrated with our mission.

COMM 2405: Public Speaking

Students will have learned to:

1. value public speaking as a form of social action central to democratic society(SLO 1)
2. use selected theoretical perspectives for practicing public speaking (SLO 3, SLO 4)
3. recognize public speaking as listener or audience centered(SLO 2, SLO 3)
4. research, develop arguments, organize and present original speeches (SLO 2, SLO 3, SLO 5)
5. use theory to evaluate in-class and in-public speeches as effective and as ethical (SLO 4, SLO 6)

Content/Assignments:

1. Develop and present original speeches (CLO 4)
2. Demonstrate in writing a facility with ideas and practices central to effective-ethical public speaking (CLO 2, CLO 5)

3. Attend and present critical evaluations of public presentations (CLO 1, CLO 3, CLO 5)

ID 2415 Group Communication

Course Learning Objectives

Students in this course will:

1. Study the communication in different types of groups; (SLO1)
2. Learn the three different types of leadership style and how they influence group communication; (SLO1, SLO4)
3. Understand the difference between prescriptive and descriptive decision-making models; (SLO2, SLO3, SLO4)
4. Understand the difference between problem solving and decision making; (SLO2, SLO3, SLO4)
5. Learn the five different types of conflicts that can occur in small groups; (SLO4, SLO6)
6. Utilize group communication theory, such as GroupThink, Symbolic Convergence Theory, and Social Facilitation Theory. (SLO4)

Content/Assignments:

1. Construct a list all of the different types of small groups; (CLO1)
2. Analyze how a leader uses various forms of leadership styles; (CLO2)
3. Prepare an analysis comparing and contrasting the differences between prescriptive and descriptive decision making models; (CLO3, CLO4)
4. Develop a paper examining how conflict is managed in small groups; (CLO5)
5. Write a research paper applying small group theory to various small group communication events. (CLO6)
4. Conduct research using scholarly articles related to small group communication. (CLO6)

COMM 2425 Interpersonal Communication

Course Learning Objectives

In this course, students will:

1. Learn the key theories of interpersonal communication (Uncertainty Reduction Theory, Social Penetration Theory, Social Exchange Theory, Communication Privacy Management Theory, etc.) (SLO 1, SLO4)
2. Identify and discuss the stages of relational development and relational dissolution. (SLO 1, SLO 4)
3. Discuss and evaluate the strategies of interpersonal conflict management. (SLO 1, SLO 4)
4. Discuss and reflect upon the dark side of interpersonal communication (deception, abuse, manipulation, etc) and how it relates to communication ethics. (SLO 1, SLO 3, SLO 4)
5. Identify and discuss the dimensions of culture and their influence upon interpersonal exchanges. (SLO 1, SLO 3, SLO 6)
6. Implement course content to improve her/his own competency in interpersonal communication. (SLO 1, SLO 2, SLO 6)

Content/Suggested Assignments

- Demonstrate their understanding of key concepts of interpersonal communication through examinations and quizzes over course content. (CLO 1--8)
- Write reflection journals or a paper that identify/ies specific real life instances of interpersonal exchanges that are explained by interpersonal communication theories. (CLO 1--9)
- Demonstrate through role---play, popular media and class discussion the options and alternatives for action in a wide variety of interpersonal situations. (CLO 1--8)
- Prepare group presentations that address a particular area of interpersonal communication study such as communication climate, conflict management, nonverbal or verbal communication, deception, relational dialectics, etc. (CLO 10)

Comm 3510 Persuasion

Students will have learned to:

1. Analyze how realities are created through symbol---systems (SLO 1, SLO4 SLO6).
2. Recognize persuasive, coercive and propaganda strategies (SLO 1, SLO2, SLO3, SLO 4).
3. Evaluate persuasive presentations and situations with a critical viewpoint to act as critical consumers and citizens. (SLO1, SLO2, SLO6)
4. Develop an ability to question everyday situations. (SLO2, SLO3, SLO6)
5. Argue issues enlightened by theory. (SLO 1, SLO 4)
6. Analyze how narratives are shaped that create identities and instill conformity to power systems.(SLO1, SLO4, SLO6)
7. Justify persuasive stances through argument and evidence. (SLO2, SLO3)

Content/ Assignments:

1. Compose a persuasive paper integrating theory and practice (CLO 1, 2, 3, 4, 5, 6, 7)
2. Expected to know key persuasive concepts and theories (CLO 1, 2, 3, 4, 5, 6, 7)

SLO= Departmental Student Learning
CLO= Course Learning Objectives

COMM 3720: Communication and Media Theory**Course Learning Objectives & Student Learning Outcomes****Students in this class will learn to**

1. understand the nature of theory in general and of communication theory in particular (SLO1, 6)
2. explain various theoretical perspectives that have shaped the development of the communication discipline (SLO2, 6)
3. examine human communication within various contexts, such as interpersonal, mediated, small group, organizational and intercultural contexts (SLO 3, 4)
4. evaluate theory through the application of specific criteria (SLO3)
5. analyze a particular communication situation using multiple theoretical perspectives (SLO3, 4, 5)
6. effectively apply communication theory to real life situations (SLO4)

Content/Assignments:

1. Application papers. For each paper, students will do research on one theory and apply it to a real life situation (CLO 2, 3, 4, 6).
2. Group workshop. Each group will describe a communicative event/situation, select three theories and use these theories to analyze the event (CLO 1, 2, 3, 4, 5, 6).
3. Exams (CLO 1, 2, 3, 4, 5).

COMM 4962 Communication Research Seminar

Students will have learned to:

1. Generate inventive and provocative questions concerning communication.(SLO 1, SLO2)
2. Apply theory to life experience. (SLO1, SLO2, SLO 4, SLO6)
3. Synthesize and evaluate a divergent body of research and theory literature. (SLO2, SLO4)
4. Develop and analyze a literature--based research paper. (SLO2, SLO6)
5. Develop a basic understanding of communication research methods. (SLO2)
6. Argue with evidence in proving claims. (SLO2)
7. Assess the ethical responsibilities of researchers. (SLO2, SLO6)
8. Reflect on what professional positions you would like to obtain and why you decided to study communication. (SLO 4, SLO5, SLO6)

Content/Assignments

1. All students will write a research paper (CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7)
2. All students will give an oral presentation on original research. (CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7)
3. All students will attend the Communication Club to listen to professionals speak on Communication careers.(CLO 8)
4. All students will be expected to know core concepts in communication. (CLO 2, CLO3, CLO5)

OTHER CORE COURSES

COMM 2403 Production Foundations

STUDENT LEARNING OBJECTIVES:

Students will be able to:

1. Describe the essential characteristics of video/audio as media communication
2. Produce effective video/audio as media communication.
3. Demonstrate aesthetic aspects of composition

4. Devise and implement appropriate sound design
5. Critique various media projects judging levels of success
6. Produce a variety of media projects
7. Utilize appropriate media editing software for communicating via video
8. Utilize new media technology for video distribution
9. Employ critical thinking/problem solving skills to find appropriate solutions to production/distribution issues
10. Demonstrate oral and written communication skills to present content to designated audiences

Assignments and their relationship to course related SLO's above and Approved Department Learning Outcomes

Assignment	Related Course SLO	Related Approved Learning Objectives for Department
Create and maintain a production Blog	1,3,5,6,7,8,9,10	O1, O2,O4
Post assignments to Blog	2,3,5,7,8,9,10	O1,O2,O4
Critique audio and video (written to blog and oral in class)	1,9,10	O2,O3,O4,O5,O6
Learn and demonstrate basics of Final Cut Pro, capturing, editing and exporting	2,3,4,6,7,8,9	O1,O2,O6
Video: Composition exercises	1,2,3,5,6,9,10	O1,O2,O4
Video and audio design for appropriate projects	1,2,3,4,5,6,7,8,9,10	O1,O2,O4,O5,O6
Video Production: Several projects demonstrating increased skill levels	1,2,3,4,5,6,7,8,9,10	O2,O4,O5
Group Dynamics of production	6,9, 10	O1,O3, O5,O6
Final project	1,2,3,4,5,6,7,8,9, 10	O1,O2,O3,O4,O5,O6

COMM 2503 Mass Media

STUDENT LEARNING OBJECTIVES:

Students will be able to:

11. Describe the essential characteristics of the media system in the United States (SLO 1, 3, 6)
12. Demonstrate understanding in government regulations on the media industries (SLO 1, 3, 6)

13. Devise and implement appropriate audience research (SLO 1, 3, 4, 6)
14. Engage in critical dialogues on media effects and trends (SLO 1, 3, 6)
15. Employ critical thinking/problem solving skills to find appropriate solutions to ethical issues in the media industries (SLO 1, 2, 3, 4, 5, 6)
16. Demonstrate oral and written communication skills to present research in mass communication (SLO 1, 2, 3, 4, 5, 6)

Content/Assignments:

1. Reading on the development of the media industry in America, including books, magazine, newspaper, radio, television, film, the recording industry and advertising (CLO 1, 2, 4)
2. Write a research paper on a critical issue in the media using media theory and one of the case studies in the textbook (CLO 1, 4)
3. Conduct a group presentation on one of the five media conglomerates in America (CLO 3, 4, 5)

COMM 2502 Sight Sound Motion

Course Learning Objectives

Students in this course will:

1. Examine the aesthetic development of film and broadcast media; (SL01)
2. Find relationships and rationale in varied media forms through reading and research; (SL01, SL04)
3. Analyze readings, lectures, and screenings about media aesthetics; (SLO2, SL03, SL04)
4. Synthesize themes from readings, lectures, and screenings into papers, examinations, projects; (SL02, SL03, SL04)
5. Make sense of the creative process and creative decision-making in order to better develop their own vision, voice, and methods in future creative projects; (SL04)

Content/Assignments:

1. Construct demonstrations of composition principles; (CL01)
2. Analyze aesthetic principles of elements such as lighting, writing, and storyboarding styles; (CL02)
3. Prepare analyses of key principles in reaction paper responses; (CL03, CL04)
4. Develop a final project incorporating key principles; (CL05)
5. Apply key creative principles in team presentation. (CL06)

COMM 2602 Film History 1

Students completing this course will be able to:

1. Recognize the major American movements, developments, and innovations in film prior to 1980. (SLO 3)
2. Recognize important individuals and their impact on the creation and development of American film. (SLO 1)
3. Understand the impact of film media on American history and culture. (SLO 1)
4. Analyze film form for underlying structure and meaning. (SLO 4)
5. Explain the relevant technical processes used in film production. (SLO 1)
6. Communicate effectively through writing and oral presentation about topics covered in class. (SLO 2)
7. Communicate effectively in cooperative learning exercises and group discussions. (SLO 2)
8. Demonstrate an understanding of key concepts, facts, and practices presented in class through written examinations. (SLO 5)

Content/Assignments:

1. Weekly film reaction/analysis papers. (CLO 1, CLO 2)
2. Classic film research paper. (CLO 1, CLO 4)
3. Written examinations. (CLO 1, CLO 2, CLO 3)

4. Oral Presentation of research (CLO 3, CLO 4)

COMM 3590 Business and Professional Communication

Students completing this course will have learned to:

1. Apply communication theory to practical workplace situations (SLO 2, SLO 3)
2. Construct Persuasive Sales presentations (SLO2)
3. Demonstrate professionalism in group and leadership skills (SLO 5)
4. Reflect on how organizational cultures are created through symbol systems (SLO 1)
5. Practice Problem solving skills for the workplace (SLO3, SLO4)
6. Assess appropriate strategies to create a quality workplace environment (SLO 6, SLO 7)

Content/ Assignments:

Elevator Speech (CLO2)

Monroe Motivated Speech (CLO 2)

Sales Speech (CLO2)

Role plays(sexual harassment report, customer service, requesting a raise, job interview...) (CLO1, CLO3, CLO6)

Group project (CLO3, CLO5)

Written theoretical paper (CLO1, CLO4)

SLO= Departmental Student Learning

CLO= Course Learning Objectives

COMM 2920/ENG 2920 Introduction to Journalism

Course Learning Objectives

In this course, students will:

1. Construct a basic news story according to best practices in journalism (SLO 1, 2)
2. Compose a basic feature story according to best practices in journalism (SLO 1, 2)
3. Read and discuss the Society of Professional Journalists Code of Ethics (SLO 1, 3, 6)
4. Learn the basic rules of AP style (SLO 2)
5. Practice basic reporting skills in real-world settings (SLO 1, 2 and 4)
6. Demonstrate knowledge of current events (1, 2, 3)

Content/Assignments

1. Read a daily newspaper and get tested on content (CLO 6)
2. Interview live subjects as assignments (CLO 5)
3. Write news stories as assignments graded according to a rubric (CLO 1)
4. Write a feature story that is graded according to a rubric (CLO 2)

COMM 3660 Public Relations

Course Learning Objectives & Student Learning Outcomes:

Students in this course will:

1. Illustrate how communication and persuasion concepts and strategies affect public relations plans and outcomes (SLO1, SLO 2, SLO3)
2. Demonstrate understanding of the history, organization, economics, technology, terminology and major trends of the public relations profession. (SLO1, SLO3)
3. Understand the role of public relations in society as well as in various organizations (SLO 1, SLO2, SLO 3, SLO 4)
4. Define and discuss the major laws and ethical issues involved in the practice of public relations and professional standards in the field. (SLO1, SLO3)
5. Understand how public relations strategic plans are created (SLO 2, SLO 4)
6. Understand how public relations tactical plans are implemented including a proficiency in the public relations style of writing and in working cooperatively with mass media.(SLO 2, SLO4, SLO5, SLO6)

Content/Assignments

1. Create public relations portfolio (CLO1, CLO2, CLO5, CLO6)
2. Exams and quizzes (CLO1, CLO2, CLO 3, CLO 4, CLO5, CLO6)
3. Create public relations documents (CLO5, CLO6)
 - a. be able to write an effective press release on short notice

- b. be able to write a PSA (public service announcement)
- c. be able to write a pitch letter, and know how to pitch a story