

B. ASSESSMENT CAPSTONE SERIES

- ASSE 2111: Learning Outcome Assessment I
- ASSE 3211: Learning Outcome Assessment II
- ASSE 4311: Learning Outcome Assessment III

Course Title: ASSE 2111: Learning Outcome Assessment I

Semester Credit Hours: 1 (1,0)

I. Course Overview

The course will be taken by students during their first semester in the second year of the undergraduate program and will orient them to learning-outcome expectations, the development of a learning portfolio, and the assessment process.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcomes expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcomes requirements. Course exercises will require students to work as a team to analyze a problem, and write and orally present a report. Students will work in groups on projects and assignments, and will use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 2111 satisfies the first of three Assessment Capstone Series requirements.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students prioritize and respond as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (1 hour per week) **Class:** 1
Online discussion: 1

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or other server, so the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on the major. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, produce assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend, as if it is an extra class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students, grades.

B. Assignment 2

Each team will write a detailed analysis of an industry selected by the team. The selected industry must be approved by the faculty in an outline form by the third week of classes. This project will require extensive literature search, creativity, depth and breadth of analysis. The finished report will be presented orally to the rest of the class. The presentation must be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey : Prentice Hall, 2002.
ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California. : Foundation for Critical Thinking, 2002.
(No ISBN)

D. Supplemental Online Materials

None

Course Title: ASSE 3211: Learning Outcome Assessment II

Semester Credit Hours: 2 (2,0)

I. Course Overview

The course will be taken by students during their first semester in the third year of the undergraduate program and will orient them to learning-outcome expectations, the development of a learning portfolio, and the assessment process. The course builds on ASSE 2111 to prepare students for the final capstone experience – ASSE 4311.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcome expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcome requirements. Course exercises will require students to work as a team to analyze a problem, and to write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 3211 satisfies the second of three Assessment Capstone Series requirements.

V. Required Prerequisites

Students must have passed ASSE 2111 to take this course.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students respond and prioritize as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course, and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (2 hours per week)

Class: 2

Online discussion: 2

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy
- F. Core competencies
 - 1. Continuous self-directed learning
 - 2. Initiative
 - 3. Results and achievement orientation
 - 4. Planning and organizing
 - 5. Teaming and relationship management
 - 6. Quality and continuous improvement
 - 7. Communication

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or some other server, so that the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on the major. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, deliver assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend as if it is an extra class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling, assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students' grades.

B. Assignment 2

Each team will prepare and submit a marketing plan as term project on a company and/or product selected by the team. The company may be hypothetical or real. The plan will be graded on the originality and clarity of the written and oral presentation, and the depth and breadth of research of the company and its environment. In selecting the company, students should consider accessibility, size and availability of information. Students should writing a plan for a company in the same industry they analyzed in ASSE 2111. The presentation must be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey: Prentice Hall, 2002. ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California: Foundation for Critical Thinking, 2002. (No ISBN)
2. Paul, Richard and Linda Elder. *The Miniature Guide on Active and Cooperative Learning*. Dillon Beach, California: Foundation for Critical Thinking, 2002. (No ISBN)

D. Supplemental Online Materials

None

Course Title: ASSE 4311: Learning Outcome Assessment III

Semester Credit Hours: 3 (3,0)

I. Course Overview

The course will be taken by students either first or second semester of the fourth year of the undergraduate program. The semester during which the course is taken will be determined by the student's major field of study. The course will orient students to learning outcomes expectations, the development of a learning portfolio, and the assessment process. The course requires students to meet all the university learning objectives.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcome expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcome requirements. Course exercises will require students to work as a team to analyze a problem, and to write and orally present a report. Students will work in groups on projects and assignments and will use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 4311 satisfies the third of three Assessment Capstone Series requirements.

V. Required Prerequisites

Students must have passed ASSE 2111 and ASSE 3211 to take this course.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students will respond and prioritize as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (3 hours per week)

Class: 3

Online discussion: 2

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy
- F. Core competencies
 - 1. Continuous self-directed learning
 - 2. Initiative
 - 3. Results and achievement orientation
 - 4. Planning and organizing
 - 5. Learning and relationship management
 - 6. Quality and continuous improvement
 - 7. Communication
- G. Shared competencies
 - 1. Coaching
 - 2. Consulting
 - 3. Critical thinking and problem solving
 - 4. Group facilitation
 - 5. Leadership
 - 6. Persuasion and influence
 - 7. Project management
 - 8. Self-management
 - 9. Visioning
 - 10. Work collaboration
- H. Technology competencies
 - 1. Strong proficiency in personal computer use (*i.e.*, word processing, spreadsheets, presentation, database, internet, email)
 - 2. Basic programming and principles of database development and management
 - 3. Project management fundamentals

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or some other server, so that the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on their major field of study. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, submit assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend as if it is a regular class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students' grades.

B. Assignment 2

Each team will prepare and submit a marketing plan as a term project on a company and/or product selected by the team. The company may be hypothetical or real. The plan will be graded on the originality and clarity of the written and oral presentation, and the depth and breadth of research of the company and its environment. In selecting the company, students should consider accessibility, size and availability of information. They should consider writing a plan for a company in the same industry studied in ASSE 2111 and ASSE 3211. The presentation should be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey: Prentice Hall, 2002.
ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)
2. Paul, Richard and Linda Elder. *The Miniature Guide on Active and Cooperative Learning*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)
3. Paul, Richard and Linda Elder. *The Miniature Guide to Understanding the Foundations of Ethical Reasoning*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)

D. Supplemental Online Materials

None

C. UNIVERSITY CORE CURRICULUM

- COMM 1311: Written Communication
- COMM 1312: Writing and Research
- COMM 2311: Oral Communication
- COMM 2312: Technical and Professional Communication
- UNIV 1211: Professional Development and Competencies
- UNIV 1212: Critical Thinking and Problem Solving
- UNIV 1213: Leadership and Teamwork

Course Title: COMM 1311: Written Communication

Semester Credit Hours: 3 (3,0)

I. Course Overview

This course introduces students to writing as process and product. Students will learn invention, selection, arrangement, presentation, and revision as parts of the writing process leading to compositions that are clear, concise, and correct. The course will also teach students to identify and correct errors in written communication, with an emphasis on grammar, mechanics, and proper manuscript form.

II. PMU Competencies and Learning Outcomes

Effective writing is an indispensable component of communication. Professionals are expected to express thoughts, plans, observations, and strategies clearly and correctly. Effective writing requires analysis of materials and audiences and the development of appropriate strategies of presentation and persuasion. Peer review and editing, as well as collaborative writing projects, require the practice of cooperation, mutual support, and teamwork. Technology will play a central role in the instructional strategy, both in and out of the classroom.

III. Detailed Course Description

Students will learn the concept of writing with a purpose for a specific audience, the importance of critical reading and thinking to the production of effective writing, and the basic principles and processes of exposition, exploration, and persuasion. Students learn to write best by writing; there will be five papers in this course, each thoroughly revised following responses from student peers and then submitted to the instructor. Students will be introduced to the writing process, grammatical sentence construction, stylistic choices, effective and appropriate word choice, conventions of punctuation and mechanics, varieties of manuscript form, and manuscript preparation using word processing software.

IV. Requirements Fulfilled

This course is a required University Core course for all students. All students will take this course during the first semester of the first year of undergraduate study.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- A. To use the steps in the writing process: invention or prewriting, selection, arrangement or organizing, presentation or drafting, revision, editing, and proofing.
- B. To learn grammar, sentence mechanics, and organization strategies for written compositions.
- C. To write for the following purposes: informing, explaining, describing, defining, exploring, and persuading.
- D. To apply analytical and critical thinking techniques when reading and writing.
- E. To develop community in and out of the classroom by working on collaborative projects and sharing ideas.
- F. To respond to assigned readings both orally and in writing.
- G. To understand the conventions of written English and of manuscript form.
- H. To understand the proper use of connotative and denotative language, general and specific language, abstract and concrete language, and levels of diction including slang, standard, and non-standard English.

VII. Assessment Strategy

The assessment strategy will measure reading comprehension, grammar and sentence construction, paragraph organization, and overall writing effectiveness. Active listening and appropriate participation is central to any communication course, and these skills will be evaluated. There will be five papers, each 500-700 words. Each paper will be evaluated by a peer as well as the instructor. The peer evaluations will be reviewed, first by the writer, who will make appropriate revisions in response to the peer evaluation, and then by the instructor. There will be a number of quizzes and short assignments on the readings. An in-class midterm writing assignment and final paper will also be required.

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| • Listening and participation | 10% |
| • Five written papers, revised | 50% |
| • Five peer evaluations | 10% |
| • Daily quizzes and exercises | 10% |
| • Midterm in-class writing exercise | 10% |
| • Final in-class paper | 10% |

In consultation with the instructor, students will select their best or most representative paper, as well as the final in-class paper, to be included in the cumulative portfolio that will be part of the Assessment Capstone Series.

VIII. Course Format

Students will attend three one-hour lecture/discussion sessions per week.

The course homepage (using commercial Web tool, WebCt or BLACKBOARD) should contain the following:

- Course syllabus
- Course assignments
- Course calendar
- Course e-mail utility
- Course discussion list
- Peer review utility

Classroom Hours (3 hours per week) **Class: 3**
Lab: 0

IX. Topics to Be Covered

- A. General concerns of written communication
 1. Finding a subject – invention
 2. Limiting a subject – selection
 3. Organizing – arrangement
 4. Drafting – presentation
 5. Editing, proofing, and rewriting – revision
- B. Clear and correct written communication
 1. Grammar and sentence mechanics
 2. Levels of diction – slang, standard, and non-standard English
 3. Introductions, body paragraphs, and conclusions
 4. Paragraph unity
 5. Paragraph coherence
 6. Transitions
 7. Reiteration, elaboration, and summary
 8. Citation conventions and manuscript form
- C. Forms of written communication
 1. Informing
 2. Explaining
 3. Describing
 4. Defining
 5. Exploring
 6. Persuading
- D. Critical thinking
 1. Identifying an idea
 2. Analyzing an argument
 3. Rules of analysis and interpretation
- E. Writing and Community
 1. Writing, purpose, and audience
 2. Writing as collaborative work
 3. Writing as discovery of commonality
 4. Writing, plagiarism, and academic honesty

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Technology will be an integral part of the course as students use word processing, e-mail, and a commercial Web program such as BLACKBOARD or WebCT to write, peer review, revise, and submit their written assignments. Students will be required to utilize a technology learning center staffed by writing tutors.

XII. Special Projects/Activities

None

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Axelrod, Rise B. and Charles R. Cooper. *St. Martin's Guide to Writing*, Sixth Edition. New York: Bedford/St. Martin's, 2001. ISBN: 0312240597
2. Troyka, Lynn Quitman. *Simon & Shuster Quick Access Reference for Writers*, Third Edition. New York: Prentice Hall, 1998. ISBN: 0130225622
3. Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading and Writing: A Brief Guide to Argument*, Third Edition. New York: St. Martin's Press, 1998. ISBN: 0312171536

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: COMM 1312: Writing and Research

Semester Credit Hours: 3 (3,0)

I. Course Overview

This course continues the work of assisting students to develop, organize, and express insights, observations, and ideas effectively, but in the context of planning and composing a formal research paper. In the course of doing research for a 3,000-5,000 word paper, students will learn to use computer databases and online sources as well as library materials and will significantly sharpen their analytical reading, critical thinking, and writing skills.

II. PMU Competencies and Learning Outcomes

Effective communicators must be able to gather information, organize it, and report it in a coherent, pleasing, and persuasive manner. Professionals are expected to express well-researched information clearly and correctly in writing. The research and writing process requires the identification, analysis, and response to a problem, the discovery of something new, and the understanding of material at a deep and profound level. The research and writing process in this course will require the cooperation, mutual support, and teamwork. Technology will play a central role in the instructional strategy, both in and out of the classroom.

III. Detailed Course Description

The course will emphasize critical reading, thinking, and writing in the context of a comprehensive research project. Beginning researcher-writers will be introduced to the nature, uses, and objectives of research and its presentation. Students will learn to plan, organize, and draft a research paper that poses a problem and offers a compelling response or a convincing solution. The problem will not be a standard research topic, but an issue that reflects their interests, commitments, and experience. Students will also learn to read their work and the work of their peers as other readers will, to diagnose problems, and to make revisions in response to peer evaluations. Topics to be covered include the craft of research, correct modes of citation and standard manuscript form, as well as a reinforcement of strategies of exposition, organization, development, and persuasion. Academic honesty will be of paramount concern throughout the course.

IV. Requirements Fulfilled

This course is a required University Core course for all students. All students will take this course during the second semester of the first year of undergraduate study.

V. Required Prerequisites

COMM 1311: Written Communication

VI. Learning Outcomes

- A. To learn and use the steps in the writing process: invention or prewriting, selection, arrangement or organizing, presentation or drafting, revision, editing, and proofing.
- B. To learn grammar, sentence mechanics, and organization strategies for longer written compositions and research papers.
- C. To write for the following purposes in a research context: informing, explaining, describing, defining, exploring, and persuading.
- D. To apply analytical and critical thinking techniques when reading, researching, and writing.
- E. To understand and apply basic research skills in both print and electronic media.
- F. To understand and practice the proper use of quotation and paraphrase.
- G. To understand the conventions of written English and of manuscript form.
- H. To plan, focus, research, draft, revise, and submit an informative and persuasive research paper of 3,000-5,000 words.
- I. To understand and practice academic integrity and avoid academic dishonesty.
- J. To develop community in and out of the classroom by working on collaborative projects and sharing ideas using technological capabilities.

VII. Assessment Strategy

The assessment strategy will measure the skills necessary for the successful completion of a research and writing project: choosing a topic and focusing a thesis, locating and evaluating varied sources, reading difficult material analytically, identifying important information, summarizing points and arguments, communicating findings clearly and effectively. Active listening and appropriate participation is central to any communication course, and these skills will be evaluated. Certain key parts of the research process – the prospectus, or plan of work, the thesis, and the introduction – will be evaluated by a peer as well as the instructor. The peer evaluations will be reviewed, first by the writer, who will make appropriate modifications in response to the peer evaluation, and then by the instructor.

- Listening and participation 5%
- Prospectus for research paper (peer reviewed) 10%
- Notes and sources (electronic note cards) 10%
- Thesis and introduction (peer reviewed) 10%
- Peer review of prospectus, thesis, and introduction 15%
- 3,000-5,000 word research paper 50%

The research paper will be included in the cumulative portfolio that will be part of the Assessment Capstone Series.

VIII. Course Format

Students will attend three one-hour lecture/discussion sessions per week.

The course homepage (using commercial Web tool, WebCt or BLACKBOARD) should contain the following:

- Course syllabus
- Course assignments
- Course calendar
- Course e-mail utility
- Course discussion list
- Peer review utility

Classroom Hours (3 hours per week) Class: 3
Lab: 0

IX. Topics to Be Covered

- A. Using research
 1. Why do research?
 2. Discovering
 3. Informing
 4. Persuading
- B. Posing problems, asking questions, finding answers
 1. Choosing a subject
 - a. Interests
 - b. Experiences
 - c. Questions
 - d. Problems
 2. From interest to topic
 3. From broad topic to narrow topic
 4. From narrowed topic to question
 5. Seeing the significance of the question
 6. From question to hypothesis
 7. From hypothesis to thesis
- C. Finding sources
 1. Interviewing
 2. Working with librarians
 3. Locating books
 4. Locating periodicals
 5. Using computer databases
 6. Locating reliable Internet sources
 7. Locating additional library resources
- D. Analyzing, evaluating and “owning” sources
 1. Sizing-up potential sources
 2. Reading for understanding
 3. Underlining, annotating, asking questions, and drawing inferences
 4. Summarizing
 5. Note-taking
 6. Quoting and paraphrasing
 7. The problem of plagiarism at the note-taking stage

- E. Making arguments: claims and warrants
 - 1. Conversations and arguments
 - 2. Claims and evidence
 - 3. Making strong claims
 - 4. Offering reliable evidence
 - 5. Warrants as basis of reasoning and belief
 - 6. Modifying an argument
 - 7. Completing an argument
 - 8. Avoiding irrational claims and other pitfalls
- F. Preparing to draft the paper
 - 1. Organizing note cards
 - 2. Planning the paper
 - 3. Constructing an outline
 - 4. Drafting a prospectus
- G. Drafting an introduction
 - 1. Elements of an introduction
 - 2. State the problem or question
 - 3. Create shared understanding
 - 4. State the thesis or answer
- H. Drafting the paper
 - 1. Creating a revisable (rough) draft
 - 2. Reviewing: selecting and using quotations and paraphrases
 - 3. Integrating sources into paragraphs
 - 4. Using tables, charts, and graphs
 - 5. Connecting words and pictures
 - 6. Foregrounding the structure of the paper
- I. Revising the draft
 - 1. The key to revision: thinking like a reader
 - 2. Revising the organization
 - 3. Revising the argument
 - 4. Revisiting the thesis
 - 5. Improving style
 - 6. Avoiding passive voice
 - 7. Clarifying diction
 - 8. Correcting grammar and sentence mechanics
- J. Acknowledging sources
 - 1. Acknowledging information
 - 2. Acknowledging ideas found in sources
 - 3. Academic integrity and dishonesty
 - 4. Research and ethics
- K. Preparing the final manuscript
 - 1. The mechanics of manuscript preparation using a word processor
 - 2. Basic forms of documenting sources

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Technology will be an integral part of the course as students use word processing, e-mail, and a commercial Web program such as BLACKBOARD or WebCT to research, write, peer review, revise, and submit their paper. Students will be required to utilize a technology learning center staffed by writing tutors.

XII. Special Projects/Activities

None

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Booth, Wayne C., Gregory G. Colomb and Joseph M. Williams. *The Craft of Research*, Second Edition. Chicago: University of Chicago Press, March 2003. ISBN: 0226065685
2. *Writing Research Papers: Your Complete Guide to the Process of Writing a Research Paper, from Finding a Topic to Preparing the Final Manuscript*, Student Edition. New York: Houghton Mifflin, 2003. ISBN: 0618053247

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: COMM 2311: Oral Communication**Semester Credit Hours:** 3 (3,0)**I. Course Overview**

This course assists students in the development and presentation of clear, cogent, and compelling oral presentations. Students will learn to evaluate ideas and evidence, to think critically, and to communicate effectively in group situations. A major oral presentation will be based on the written research project completed for COMM 1312: Writing and Research.

II. PMU Competencies and Learning Outcomes

Communication, especially speaking and listening – effective communicators must be able to adapt a message to an audience and an occasion and to organize and present it in a coherent, pleasing, and persuasive manner. They must also develop the skills of active listening and practice listening for information, critical listening, and empathic listening when appropriate. Professionals are expected to express ideas and insights clearly and correctly in group settings and to give effective presentations in both formal and informal situations. Developing an oral presentation requires the gathering, analysis, evaluation, and organization of information. Students must exercise critical judgments about what is important to particular communication situations and what means of presentation will be most effective. Oral presentations are by nature collaborative activities, and active listening with constructive critique is an integral part of the curriculum. Group communication is also by nature a team-building process. Leaders in and outside of the work place must be effective oral communicators in a variety of settings and be able to adapt style and content to different occasions. Technology will play a central role in the instructional strategy, both in and out of the classroom, and students will learn to use technology in their presentations.

III. Detailed Course Description

Oral Communication is a course designed to assist students to increase their skills in communication at home, school, and work, including small group and team communication, organizational communication, and electronic communication. Students will learn key terms and concepts and will employ verbal and nonverbal communication in a variety of settings, including interpersonal, group, and public situations, both formal and informal. Students will also be introduced to communication processes and theory and will apply theoretical knowledge to real-life situations, learning to make use of technology for clarity and impact. Active listening, intrapersonal cognitive processes, and peer evaluation are important components of the course.

IV. Requirements Fulfilled

This course is a required University Core course for all students. All students will take this course during the first semester of the second year of undergraduate study.

V. Required Prerequisites

COMM 1312: Writing and Research

VI. Learning Outcomes

- A. To understand the role and importance of oral communication.
- B. To develop and adapt material as appropriate for audience and occasion.
- C. To give oral presentations with a clear, identifiable purpose.
- D. To give oral presentations with a logical organizational structure.
- E. To give oral presentations with smooth transitions from point to point.
- F. To give oral presentations with using convincing arguments and evidence.
- G. To give oral presentations using appropriate technology to increase audience attention and comprehension.
- H. To give oral presentations using appropriate physical positioning, posture, and gestures.
- I. To give oral presentations in a relaxed and confident manner.
- J. To define and understand interpersonal communication, including roles, relationships, and expectations.
- K. To understand problems of communication brought on by aggression, avoidance, and defensive behaviors, and how these can be addressed.
- L. To understand and practice conflict resolution.
- M. To work collaboratively in groups to achieve objectives.
- N. To identify and explain the parts of the listening process
- O. To define and practice active listening.
- P. To define and practice listening for information.
- Q. To define and practice critical listening.
- R. To define and practice empathic listening.
- S. To understand communication ethics and practice academic integrity.

VII. Assessment Strategy

The assessment strategy will include the evaluation of five oral presentations, including a substantial presentation based on the research project completed for COMM 1312: Writing and Research. The presentations will consist of a speech of tribute, an informative speech, a persuasive sales-type speech, a presentation as a member of a group, and the longer research presentation. Students will be required to use PowerPoint or a similar technological aide in at least one of the presentations.

All presentations require an outline and, if outside sources are used, a bibliography. Active listening and appropriate participation is central to any communication course, and these skills will be evaluated. Students will be required to submit peer evaluations of five presentations by different presenters, one of each kind, and these peer evaluations will be reviewed, first by the presenter, who will offer a response, and then by the instructor. There will be a number of quizzes on the concepts and the reading and two major examinations.

- Four oral presentations, including PowerPoint 40%
- Research presentation 15%
- Listening and participation 10%
- Peer evaluations and responses 10%
- Daily quizzes and exercises 5%
- First examination 10%
- Second examination 10%

The Research Presentation will be videotaped, recorded on a CD or DVD, and placed in the cumulative portfolio that will be part of the Assessment Capstone Series.

VIII. Course Format

Students will attend three one-hour lecture/discussion sessions per week. Over the course of the term, approximately 25 hours of class time will be set aside for oral presentations by members of the class.

The course homepage (using commercial Web tool, WebCT or BLACKBOARD) should contain the following:

- Course syllabus
- Course assignments
- Course calendar
- Course e-mail utility
- Course discussion list
- Peer review utility

Classroom Hours (3 hours per week) Class: 3
Lab: 0

IX. Topics to Be Covered

- A. Foundations of communication
 1. Basic communication principles
 2. The variety of oral communication
 3. Audiences and occasions
 4. Self-concept, self-esteem, and communication
 5. Communication apprehension and performance anxiety

6. Levels of formality
 7. Nonverbal communication
 8. Speaker-listener relationships
- B. Public speaking
1. Organizing oral presentations
 2. Introduction, body, conclusion
 3. Researching for oral presentations
 4. Using supporting materials
 5. Outlining
 6. Preparing and practicing speeches
 7. Developing and using visual aids
 8. PowerPoint strengths and weaknesses
 9. Speeches of tribute
 10. Informative speeches
 11. Persuasive speeches
 12. Dealing with audience questions
- C. Interpersonal and group communication
1. Active listening, empathic listening
 2. Problem solving and decision making
 3. Leadership and group roles
 4. Developing interpersonal relationships
 5. Dealing with trouble in interpersonal relationships
 6. Conflict management and assertiveness
 7. Gender and cultural issues in communication

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Technology will be an integral part of the course as students use word processing, e-mail, and a commercial Web program such as BLACKBOARD or WebCT to research, outline, rehearse, and review their oral presentations. In addition, students are required to use PowerPoint or another technological aide in at least one of their presentations. Peer reviews of presentations and responses to these reviews will be communicated online, and the group presentation will require extensive use of the discussion list utility. The Research Presentation, based on the Research Project completed for COMM 1312, will be videotaped and recorded on appropriate media for inclusion in the student's cumulative learning portfolio.

XII. Special Projects/Activities

None

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Beebe, Steven A., Susan J. Beebe, and Diana K. Ivy.
Communications: Principles for a Lifetime, Second Edition. Boston:
Allyn & Bacon, 2004.
ISBN: 0205386970.

B. Alternative Textbooks

Barker, Larry L., Deborah A. Gaut, and Deborah Gaut.
Communication, Eighth Edition. Boston: Allyn & Bacon, 2002.
ISBN: 0205295878.

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: COMM 2312: Technical and Professional Communication

Semester Credit Hours: 3 (3,0)

I. Course Overview

This course builds on the writing and communication skills developed in COMM 1311, 1312, and 2311. Students will learn a variety of technical and professional writing techniques, will draft a professional resume, business letters, technical papers, and memoranda, and will work in teams and use technology to produce reports and presentations.

II. PMU Competencies and Learning Outcomes

Communication, writing, speaking, and listening – professionals in the workplace must be able to communicate in a variety of ways, including writing, speaking, and active listening. They must be able to participate in effective meetings, write useful reports, and develop compelling presentations. Professionals are expected to express ideas and insights clearly and correctly in group settings and to give effective presentations in both formal and informal situations. Students will learn to read, analyze, and synthesize technical and business materials and to exercise critical judgments about what is important to particular situations in the workplace.

Communication in the workplace, unlike academic writing, is by nature collaborative and requires the effective working in groups or on teams. Students will learn how to conduct effective interviews, run effective meetings, and provide direction for a business or political entity through written and oral communication. Technology will play a central role in the instructional strategy, both in and out of the classroom, and students will learn to use technology in their oral and written presentations and in their collaborative work.

III. Detailed Course Description

Communication in the workplace is generally characterized by organizational interdependence, collaboration, and teamwork. This course will introduce students to the techniques that they will need to manage technical and professional communication opportunities and challenges. Topics to be covered include adapting a message to an audience and an occasion, the mechanics of writing (grammar, sentence mechanics, transitions, organization and structure, paragraph unity and coherence, effective and appropriate word choice, proper punctuation, etc.), and the conventions of writing in a professional setting – resumes, letters, memos, reports. The course will also address global, multicultural, and gender issues, ethical and political issues, and the place and increasing importance of technology in workplace communication.

IV. Requirements Fulfilled

This course is a required University Core course for all students. All students will take this course during the second semester of the second year of undergraduate study.

V. Required Prerequisites

- COMM 1311: Written Communication
- COMM 1312: Writing and Research
- COMM 2311: Oral Communication

VI. Learning Outcomes

- A. To develop strategies for understanding organizational structures and the role of communication in complex professional environments.
- B. To develop documents and presentations for multiple audiences with varying levels of knowledge and experience.
- C. To understand the ethical issues inherent in workplace communication and to practice academic integrity.
- D. To design documents, including resumes, memorandums, letters, and reports that are clear, effective, and appropriate to the task and the audience.
- E. To write for different media, including print and electronic, such as PowerPoint.
- F. To design and deliver effective workplace presentations.
- G. To understand the steps involved in creating a technical document.
- H. To understand the importance of product knowledge in technical writing.
- I. To understand the importance of accuracy, completeness, and consistency in technical writing and workplace communications.
- J. To apply the modes of expression appropriate to a given task, including informing, describing, narrating, and persuading.
- K. To draft a variety of documents with smooth transitions from point to point.
- L. To conduct research that can be used in workplace documents and presentations.
- M. To read, analyze, and synthesize various professional materials when preparing documents or presentations.
- N. To construct and integrate visual aids as appropriate into technical and professional documents and presentations.
- O. To understand that workplace communication is usually goal-oriented and team-generated.
- P. To work with peers and in groups to improve analysis, critical thinking, and effective documents and presentations.
- Q. To define and understand interpersonal communication in the workplace, including gender roles, employer-employee relationships, and corporate expectations.

IX. Topics to Be Covered

- A. Basics of business and professional communication
 - 1. Interpersonal communication in the workplace
 - 2. Nonverbal communication in the workplace
 - 3. Small groups and teambuilding
 - 4. Leadership and communication
 - 5. Intercultural communication in the workplace
 - 6. Communication conflict and its resolution
- B. Basics of technical writing
 - 1. Audience recognition
 - 2. Document design
 - 3. Graphics and images
 - 4. Technical description
 - 5. Technical instructions
 - 6. User's manuals
 - 7. Grammar, punctuation, mechanics, and spelling
- C. Professional writing in the workplace
 - 1. Job searches
 - a. Cover letters
 - b. Resumes
 - 2. Letters of recommendation
 - 3. Personnel evaluations
 - 4. Customer relations and complaints
 - 5. Research and analysis
 - 6. Writing business plans and proposals
- D. Professional presentations in the workplace
 - 1. Internal vs. external presentations
 - 2. Presentational and technical skills
 - 3. Presenting to inform and analyze in the workplace
 - 4. Presenting to persuade in the workplace
 - 5. Sales presentations in the workplace
- E. Issues of importance to communication in the workplace
 - 1. Active listening in the workplace
 - 2. Gender roles and communication
 - 3. Corporate cultures and communication styles
 - 4. Communication networks or cliques in the workplace
 - 5. Office politics and ethics in workplace communications

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Technology will be an integral part of the course as students use word processing, e-mail, and a commercial Web program such as BLACKBOARD or WebCT to prepare documents and presentations. Students are required to use PowerPoint or another technological aide in at least one of their presentations. Peer reviews of documents and presentations and responses to these reviews will be communicated online, and the group presentation of a business proposal will require extensive use of the discussion list utility. The Business Proposal and the Analytical Report will be videotaped and recorded on appropriate media for inclusion in the student's cumulative learning portfolio.

XII. Special Projects/Activities

None

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Dodd, Carley H. *Business and Professional Communication*. Boston: Allyn & Bacon, 2003.
ISBN: 0205335268
2. Lannon, John. *Technical Communication*, Ninth Edition. New York: Longman Press, 2003.
ISBN: 0321089790

B. Alternative Textbooks

1. Adler, Ronald B. and Jeanne Marquardt Elmhorst. *Communicating at Work: Principles and Practices for Business and the Professions* (with Free Student CD-ROM), Seventh Edition. New York: McGraw-Hill, 2001.
ISBN: 0072492902
2. Woolever, Kristen R. *Writing for the Technical Professions*, Second Edition. New York: Longman Press, 2004.
ISBN: 0321202112

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: UNIV 1211: Professional Development and Competencies

Semester Credit Hours: 2 (2,0)

I. Course Overview

The objective of the course is to use the basic skills of learning and time management provided for in UNIV 1213, Leadership and Teamwork, and apply these skills toward competencies related to the student's chosen field. Students are introduced to the opportunities, required skills, challenges, and ethics of their chosen field, as well as to the expectations of prospective employers and accrediting agencies (where applicable).

II. PMU Competencies and Learning Outcomes

Students in this course develop a clear sense of the skills required to succeed as a professional in their chosen area of study (engineering, business, information technology or interior design). These skills include critical thinking and discipline-specific forms of verbal and written communication. Students learn how to create career-specific goals and objectives, and to implement these plans in accordance with the standards of their discipline. During this course students refine their understanding of the opportunities and demands of their field, the professional expectations of employers, and the requirements of licensing and accrediting agencies.

III. Detailed Course Description

The topics covered in this course include primary areas related to planning, communicating, implementing, and assessing professional, discipline-specific objectives and goals. These areas are highly interrelated and complementary. Together they provide the necessary framework for developing and implementing plans and goals in a professional setting. Focus is on continued development of emerging critical thinking and problem solving skills that are specific to the student's chosen field. Additionally, strategies are provided for helping the student pilot his or her way through the specific demands of the chosen major and to learn how to meet these demands during a professional career. This course is in the format of a two-credit lecture session, with distinct sections created to develop professional competencies in the various majors.

IV. Requirements Fulfilled

This course is a required University Core course for all students during the first semester of the first year of undergraduate study. Note that specific sections are offered for each major.

V. Required Prerequisites

There are no prerequisites for UNIV 1211.

VI. Learning Outcomes

- A. To increase understanding of the nature of the student's chosen profession, and the specialized skills required to succeed as a professional.
- B. To understand the set of professional ethics that attend a chosen profession.
- C. To learn about the career path available to professionals in a chosen field.
- D. To determine personal weaknesses and strengths as they relate to the chosen field, and to develop strategies for counteracting the weaknesses and further strengthening the skills.
- E. To understand the professional accreditation requirements (if applicable) of a chosen profession, and how to plan a successful university career to achieve accreditation.

VII. Assessment Strategy

Assessment for this course consists of a combination of assessment tools, including verbal presentations, written reports, and participation in both classroom and extramural activities. Specific assessment includes:

- A series of three verbal reports that indicate progressively improving skills in verbal communication, presentation of pre-formulated ideas, and ability to respond to spontaneously-fielded questions (each report is worth 10% of the final grade for a total of 30%).
- A series of three written reports that indicate progressively improving skills in critical thinking, goal creation, and project implementation. (Each report is worth 10% of the final grade for a total of 40%.)
- Audience participation for student presentations, including formulation of pertinent questions for consideration by student presenters and creation of written summaries of each presentation summaries (30% of the final grade).

VIII. Course Format

The course consists of a combination of presentations by the instructor, presentations by students, and field trips to appropriate professional sites.

Attendance at both staff and student presentations is mandatory. Lectures consist primarily of presentation and discussion of material outlined below. Occasional films are shown and Web-based presentations are made.

Web supplement: The course homepage (using suitable commercial Web tool) includes:

- Course syllabus
- Course assignments
- Keys to quizzes and exams
- Course e-mail utility
- Course discussion list
- Student course grades

Classroom Hours (4 hours per week)

Class: 2

Lab: 2 (computer)

IX. Topics to Be Covered

The following list indicates general topics to be covered in this course. Each topic will be customized to reflect the process of developing professional competencies in engineering, business administration, information technology, or interior design.

Additional topics specific to any of these majors may be added by each section instructor:

- A. How to become professionally competent in the area of specialization
- B. How to be successful in pursuing a specific college major
- C. Critical thinking and problem solving related to a discipline
- D. Setting discipline-specific professional goals and objectives
- E. Objectively reviewing and appraising discipline-specific objectives
- F. Developing action plans that lead to fulfillment of goals and objectives
- G. Implementing discipline-specific strategies for achieving objectives
- H. Understanding discipline-specific ethics and ethical issues
- I. Developing a portfolio that highlights the student's competence and achievements
- J. Developing key relationships with professionals, organizations, agencies and companies.

X. Laboratory Exercises

There is no laboratory for this course.

XI. Technology Component

A. In Class

Faculty use state-of-the-art multi-media equipment to both project their materials and incorporate appropriate Web sites into their lectures in a real time basis.

B. Outside of Class

Faculty provide e-mail and/or Web site interaction regarding the course material, and post materials on a dedicated course Web site. Weekly quizzes are taken via the Web. Students are able to ask questions, observe, and respond to the answers of other students, and independently follow up their studies by accessing appropriate Web sites from a provided list.

XII. Special Projects/Activities

This course consists of six special projects – three verbal presentations and three written presentations – that focus on development of relevant professional competencies. (See Section VIII Assessment Strategy.)

XIII. Textbooks and Teaching Aids

A. Required Textbooks

Faculty assign discipline-specific texts where appropriate.

B. Alternative Textbooks

None

C. Supplemental Print Materials

Other supplemental print materials as provided by faculty.

D. Supplemental Online Materials

Instructors develop a list of suitable, contemporary Web sites that are appropriate for the topics and level of detail that they will teach.

Course Title: UNIV 1212: Critical Thinking and Problem Solving

Semester Credit Hours: 2 (2,0)

I. Course Overview

Critical Thinking and Problem Solving covers basic topics involving critical thinking and problem solving. These include deductive and inductive reasoning, values and ethics, fallacy, and causality. The students will learn how to analyze and present valid arguments.

II. PMU Competencies and Learning Outcomes

Students of UNIV 1212 will acquire the knowledge and skills that will allow them to critically analyze arguments and problems, so they are able to provide valid refutations and solutions. In the process they enhance their ability to communicate solutions and rationale to others and develop teamwork and leadership skills. They explore the Internet to find resources. They experience first hand how ethical issues can affect problem solving across diverse cultures.

III. Detailed Course Description

The course begins with an introduction to problem solving via simple logical puzzles. This is followed by an elementary study of arguments, including general rules for arguments and types of arguments. Critical thinking and reasoning are approached through a more advanced study of arguments dealing with values and ethics, reality, causality, induction, and deduction. The course concludes with discussions of faulty reasoning and fallacy.

The teaching methodology for the course provides student-centered learning through collaborative enquiry.

IV. Requirements Fulfilled

The course is a required University Core course for all students during the second semester of the first year of undergraduate study..

V. Required Prerequisites

UNIV 1211: Professional Development and Competencies.

VI. Learning Outcomes

- A. To develop the critical thinking necessary to analyze arguments.
- B. To learn how to support conclusions based on valid arguments.
- C. To develop the ability to present valid, coherent argument.
- D. To develop teamwork and leadership skills.
- E. To develop the ability to use the Internet as a resource.

VII. Assessment Strategy

Assessment here focuses on the student's final critical thinking and communication abilities and maturation. This is based on information taken from the group notebooks, individual portfolios, and the individual student reflective notebooks.

- At the beginning of each class, notebooks from the previous week are collected by the faculty member, to be subjectively assessed and returned with constructive comments to the students the following class meeting.
- At the end of each class the faculty member collects the student reflective notebooks. The faculty member reads these and makes appropriate comments (addressing student concerns) at the beginning of the next class.
- At the end of the course the faculty member collects the students' individual portfolios to be used in the final course assessment.
- At end of the course each student selects what he or she determines to be the best material from the group notebook to include in his/her individual course portfolio, along with reasons for the selections.
- The Web search result is included in the individual portfolios. (See "Special Projects.")

Final course grades are assigned based on the faculty member's subjective assessment of each individual student's portfolio selections and stated reasons for them. Also contributing to the grade are the student's maturation, teamwork, and leadership abilities as evidenced from the reflective notebooks and faculty member's daily journal observations.

The faculty member's final assessment is included in the individual student portfolio for use in the final assessment capstone course.

VIII. Course Format

This course meets in a seminar format, two hours per class, one class per week. Students work in groups of two or three to read and discuss the material. At the beginning of each class, one student is designated as the discussion leader for the group and leads the discussion for that class. The discussion leaders alternate so that each member of the group has equal opportunity to be a discussion leader. The faculty member enters into the group discussions only when asked, or when the group needs direction.

All work completed by the group is compiled into one notebook (loose leaf binder) for each group. Students are required to keep an individual "reflective notebook" in which, after each class, they enter their own assessments of what they learned, and what questions they are left with from the class.

The faculty member keeps a daily journal in which he records his observations about the progress of each group and the name and effectiveness of that day's group leader.

XII. Special Projects/Activities

The groups are asked to perform a Web search using the key words “Critical Thinking and Problem Solving” and find an example which exhibits some principle they encountered in this course. (Google: <<http://www.google.com>> is recommended for this.) They are asked to compose, as a group, a brief report of how the principle is applied and include the report in their group notebook. (The “Supplemental Online Materials” might be of use to them.)

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Weston, Anthony. *A Rulebook for Arguments*, Third Edition. Indianapolis, Indiana: Hackett Publishing Company, Inc, 2000. ISBN: 0-87220-552-5
2. Diestler, Sherry. *Becoming a Critical Thinker: A User Friendly Manual*, Third Edition. Upper Saddle River, New Jersey: Prentice Hall, 2005. ISBN: 0131779982
3. Damer, Edward. *Attacking Faulty Reasoning*, Third Edition. Belmont, California: Wadsworth/Thompson Learning, 2001. ISBN: 0-543-55133-5

B. Alternative Textbooks

1. Fisher, Alec. *Critical Thinking: An Introduction*. Cambridge University Press 2001, 2001. ISBN: 0-521-00984-7
2. Browne, Neil and Stuart Keeley. *Asking the Right Questions: A Guide to Critical Thinking*, Seventh Edition. Upper Saddle River, New Jersey: Prentice Hall, 2004. ISBN: 0-13-182993-9
3. Sherfield, Robert, Rhonda Montgomery, and Patricia Moody. *Case Studies for the First Year: An Odyssey into Critical Thinking and Problem Solving*. Upper Saddle River, New Jersey: Prentice Hall, 2004. ISBN: 0-13-111525-1
4. Nosich, Gerald. *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*. Upper Saddle River, New Jersey: Prentice Hall, 2001. ISBN: 0-13-030486-7
5. Graham, Judy. *Critical Thinking In Consumer Behavior: Cases and Experiential Exercises*. Upper Saddle River, New Jersey: Prentice Hall, 2004. ISBN: 0-13-113322-5

C. Supplemental Print Materials

Group Exercises: Basic Problem Solving Puzzles (included)

D. Supplemental Online Materials

1. “Five Steps to Critical Thinking” at Business Communications Resources [<http://www.westwords.com/GUFFEY/critical.html>]
2. “Mission Critical: a virtual lab dedicated to critical thinking” [<http://www2.sjsu.edu/depts/itl/graphics/main.html>]
Exercises at [<http://www2.sjsu.edu/depts/itl/index.html>]

Course Title: UNIV 1213: Leadership and Teamwork

Semester Credit Hours: 2 (2,0)

I. Course Overview

The purpose of this interdisciplinary course is to introduce students to the characteristics of leadership. Students gain a broad understanding of the theoretical approaches to leadership and teamwork and the core concepts of contemporary leadership. Mastering the fundamental concepts increases the student's ability to apply these concepts to their own life experience.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with learning outcomes expectations and measures. The course provides a logical framework by which students prepare for the senior year capstone experience. Students are introduced to the fundamental concepts and tools used to enhance decision-making. They learn to recognize the importance of leadership and teamwork, concepts such as initiative, planning and organizing, quality improvement, consulting, critical thinking and problem solving, and group facilitation. The student learns to understand the consequences of changes in relevant variables. Course exercises require students to work as a team to analyze a problem, and to write and orally present a report. Students work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

Leadership and teamwork depends on willingness to act and to learn from experience. Exercising leadership and building successful teams requires information from a wide variety of disciplines. The course increases students' capacity to enhance their performance potential, competence, and skills. Students learn that leadership involves inspiring and developing people toward goal mobilization. Success as a leader requires learning continually from experience through the disciplined integration of action and reflection. Leaders must know how to use feedback to create change. Because of the emphasis on leadership and teams, this course requires that students interact in class. Although a great deal of learning takes place in class, learning depends significantly on how much effort students put into this course outside of class.

IV. Requirements Fulfilled

The course is a required University Core course for all students during the first semester of the second year of undergraduate study..

V. Required Prerequisites

UNIV 1211: Professional Development and Competencies
UNIV 1213: Critical Thinking and Problem Solving

VI. Learning Outcomes

- A. To recognize the importance leadership plays in groups and organizations.
- B. To understand differences between traditional and contemporary (post-industrial) leadership paradigms.
- C. To recognize the complexities of the leadership process.
- D. To become familiar with the concept of change and the process of leadership.
- E. To be able to integrate change to foster collaborative leadership.
- F. To be able to analyze the various theoretical approaches to the study of leadership.
- G. To be capable of recognizing the views and perceptions of leaders and the leadership process.

VII. Assessment Strategy

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Students complete projects that contain a minimum of four leadership and teamwork learning outcomes. The projects are used to indicate a level of achievement of the selected learning outcomes. The projects contain a brief description of the outcome at least three supporting articles, chapters from books, or other materials that demonstrate the importance and/or use of the outcome, and one supporting document that measures, implements, or reinforces the outcome.

Note: All of these assessment strategies are linked to the assessment capstone course ASSE 4311: Learning Outcome Assessment III.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. They are due roughly every second or third week. All assignments and projects should be done as part of a group.

An online discussion group discusses the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum, obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Classroom Hours (2 hours per week)

Class: 2

Online discussion: 2

IX. Topics to Be Covered

- A. Defining leadership
- B. History of leadership
- C. Trait theories
- D. Behavioral theories
- E. Contingency theories
- F. Power and influence theories
- G. Transformational, cultural, and symbolic leadership theories
- H. The new age of leadership
- I. Social change leadership theory
- J. Risk leadership theory
- K. Ethics as leadership
- L. Leadership equals change making
- M. Defining teams
- N. Communication in teams
- O. Groups vs. teams
- P. Conflict in teams
- Q. Team development
- R. Why teams fail - barriers to teams
- S. Team member roles
- T. Team learning
- U. Project management
- V. Effective meetings
- W. Time management
- X. Types of teams
- Y. Problem solving and decision making

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on the BLACKBOARD or some other server so that the class can communicate via e-mail. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted, and examinations are taken, online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with the instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion. Students are expected to gather and share information about interesting new ideas, to discuss current leadership issues, and to elaborate on materials presented in class. The instructor also is to be part of the discussion group, lending expertise to the debate.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Organizations frequently need to create performance teams or workgroups. Develop a proposal that would create such a group. Start by asking the following key questions:

- How focused should the group be?
- How courageous a stand should it take?
- How empathetic should it be?
- How can it make a quality decision in a timely manner?

The project requires students to schedule standing meetings when everyone can attend as if it is an extra class meeting. The only people who are responsible for an efficient team are the team members. If there are minor difficulties in scheduling, assignments at the beginning of the course, faculty are available to lend a hand to organize the team. All members receive the same grade for the team project. Non-contributing members exist only if the team allows it. Students have the opportunity to grade their contribution. Peer-evaluation forms are used. Every student evaluates the contribution of other group members at the end of the semester. To some extent these evaluations affect the student's grade.

B. Assignment 2

Effective leaders are constantly facing leadership dilemmas. However, they know how to harness the power inherent in the dilemmas and mobilize people toward goals. Select a dilemma and develop a plan that would allow a person to discover ways to handle the dilemma. Focus on developing trust, and generating commitment, getting work done while building future performance capacity, integrating action and reflection, creating a shared vision, delegating, coordinating, resolving conflicts, and creating a shared vision while leveraging diversity.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Buckingham, Marcus and Curt Coffman. *First, Break All The Rules: What The World's Greatest Managers Do Differently*. New York: Simon and Schuster, 1999. ISBN 0684852861
2. Rees, Fran. *Teamwork from Start to Finish*. San Francisco, California: Jossey-Bass/Pfeiffer, 1997. ISBN 0787910619

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None