

UNIVERSITY OF CENTRAL ARKANSAS

Proposal for Change in Assessment Plans/Processes

NOTE: Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

Department School of Communication Date March 3, 2025

Program for which the change is proposed Communication

Action Item	Information Item
<p>Select area(s) of change:</p> <p><input type="checkbox"/> New assessment plan</p> <p><input checked="" type="checkbox"/> Assessment plan revision</p> <p><input type="checkbox"/> Alternative reporting method</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>	<p>Select area(s) of change:</p> <p><input type="checkbox"/> Minor change of wording</p> <p><input type="checkbox"/> Minor change in assessment criteria</p> <p><input type="checkbox"/> Rubric updates</p> <p><input type="checkbox"/> Curriculum/Curriculum Map Update</p> <p><input type="checkbox"/> Other <input style="width: 150px;" type="text"/></p>

Description of change:

Revision of Assessment Plan approved in 2013 in response to revised university assessment procedures and programatic updates including modest changes to SLOs, and the development of a curriculum map.

Reason for change:

This is a revised plan with updates to reflect changes to the curriculum approved in AY 23-24 and to further align with disciplinary standards as outlined by the National Communication Association.

Effective date of change: Fall 2025

Change recommended by (for action items) or noted by (for information items)

College Curriculum and Assessment Committee

Donna L. Stephens 3/4/2025
DEPARTMENT CHAIR DATE

Mark Mullenbach 3/11/2025
COMMITTEE CHAIR DATE

[Signature] 3/17/22
COLLEGE DEAN DATE

Academic Assessment Committee

COMMITTEE CHAIR DATE

UNIVERSITY OF CENTRAL ARKANSAS
ACADEMIC ASSESSMENT PLAN
Requirements, Template, and Example

Requirements

1. *Submit with New Program Proposal*
 - a. *Programs are encouraged to consult with the Office of University Assessment.*
 - b. *Contact information assessment@uca.edu*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

Basic Information

Program Name: Communication

College: College of Arts Humanities and Social Sciences

Department: School of Communication

Program Level (check all that apply):

- ☐ Associate's
- ☒ Bachelor's
- ☐ Undergraduate Certificate
- ☐ Master's
- ☐ Doctoral
- ☐ Graduate Certificate

Date Plan Submitted: March 4, 2025

College Dean & email: Dr. Tom Williams/twilliams73@uca.edu

College Curriculum Committee Chairperson & email: Dr. Mark Mullenbach/markm@uca.edu

Department Chairperson & email: Dr. Donna Stephens/donnals@uca.edu

Department Curriculum Committee Chairperson & email: Dr. JJ McIntyre/jmcintyre@uca.edu

1. Introduction (identify college, unit, and degree programs)

Housed in the College of Arts, Humanities, & Social Sciences (CAHSS), the program of Communication is one of four degree programs within the School of Communication (SoC).

Purpose

According to the SoC webpage, the degree in Communication prepares students for careers in education, law, government, business, and entrepreneurship. The flexible nature of the degree program allows students to develop a wide-range of communication skills necessary for a variety of careers. Further, the rigor of the degree program is excellent for students interested in pursuing post-baccalaureate education.

Unit Mission Statement

The SoC is a collaborative community of dedicated faculty, staff, and students engaged in the study and practice of communication. As communicators, journalists, public relations practitioners, rhetoricians, and writers, we teach and research to facilitate student learning and growth through caring relationships, innovative curricula, and experiential learning. Because speaking and writing are foundational to society and create social realities, we prepare students to become ethical citizens who make meaningful contributions both professionally and personally. We model collegiality and camaraderie to foster a culture of cooperation to accomplish shared goals.

2. Student Outcomes

SLO 1: Describe the Communication discipline and its central questions

SLO 2: Demonstrate an understanding of multiple theoretical perspectives

SLO 3: Engage in systematic Communication inquiry

SLO 4: Create and analyze messages appropriate to specific audiences, purposes, and contexts

SLO 5: Influence public discourse

SLO 6: Demonstrate the ability to accomplish communicative goals

SLO 7: Apply Ethical Principles to a Communication Situation

3. Assessment Cycle

Assessment Cycle will be determined with assistance from the Office of Assessment

4. Curriculum Map

I = The skill is introduced

R = The skill is reinforced

A = The skill is applied

COURSE	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
COMM 1300				I	I/A	I	
COMM 2308	I/A	I/A				I	
COMM 2313			I/A				
COMM 3301				R			I/A
COMM 3307						R/A	
COMM 3310				R/A	R		
COMM 4130	R/A		R/A				

5. Assessment Methods and Measures (Formative and Summative recommended)

Record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).

Direct Methods/Measures Preferred/Used at the Course and Program Levels (examples: writing examples, oral examinations, internships, clinicals, quizzes, test, team/group projects and presentations)

Indirect Methods/Measures Preferred/Used at the Course and Program Levels (examples: surveys, quantitative data, course grades, alumni surveys, student evaluation of instruction)

SLO 1: Describe the Communication discipline and its central questions

- All students enrolled in COMM 2308: Perspectives in Communication (Exam 1)/All students enrolled in COMM 4130: Communication Practicum (Assignment: Know thy discipline)
- Explain the origins of the Communication discipline
- Summarize the broad nature of the Communication discipline
- Identify with intellectual specialization(s) in the Communication discipline
- Eighty percent (80%) of students will earn a C (70%) or higher on this exam and assignment. The grade demonstrates students have a fundamental understanding of the Communication discipline and its central questions.

SLO 2: Demonstrate an understanding of multiple theoretical perspectives

- All students enrolled in COMM 2308: Perspectives in Communication (6 exams)
Goal: Rhetorical (Exam 2)
Goal: Scientific (Exams 3 & 4)
Goal: Interpretive (Exams 5 & 6)
Goal: Critical (Exam 7)
- Eighty percent (80%) of students will earn a C (70%) or higher on these exams. The grade demonstrates students have a fundamental understanding of theories in this perspective.

SLO 3: Engage in systematic Communication inquiry

- All students enrolled in COMM 2313: Introduction to Communication Research (Research Application 4)
- Synthesize existing research to create an argument for a need for new research by identifying a research gap or extending existing knowledge.
- Formulate questions that address the identified research gap or extension of knowledge.
- Eighty percent (80%) of students will earn a C (70%) or higher on this assignment. The grade demonstrates students have a fundamental understanding of systematic communication inquiry.

SLO 4: Create and analyze messages appropriate to specific audiences, purposes, and contexts

- All students enrolled in COMM 3310: Advanced Public Speaking (Speech of Proposal: Formal Outline)
- Find and integrate information relevant to the goals, audiences, purposes, and contexts
- Adapt messages to the diverse needs of the audience and context
- Present mindful response to the diverse needs of the audience and context

- Eighty percent (80%) of students will earn a C (70%) or higher on this assignment. The grade demonstrates students have a fundamental understanding of message adaptation to specific audiences, purposes, and contexts.

SLO 5: Influence public discourse

- All students enrolled in COMM 1300: Principles of Communication (Persuasive Presentation: Formal Outline)
- Identify the challenges facing communities and the role of communication in resolving those challenges
- Use communication to address challenges at the local, national, and/or global from a Communication perspective
- Advocate a course of action to address local, national, and/or global challenges from a Communication perspective
- Eighty percent (80%) of students will earn a C (70%) or higher on this assignment. The grade demonstrates students have a fundamental understanding of influencing public discourse.

SLO 6: Demonstrate the ability to accomplish communicative goals

- All students enrolled in COMM 3307: Interpersonal Communication (Assignment: Communication Planning Theory Application)
- Identify contexts, situations and barriers that impede communication
- Enact verbal and nonverbal communication behaviors that address communication impediments
- Reflect on personal beliefs about abilities to accomplish communication goals
- Eighty percent (80%) of students will earn a C (70%) or higher on this assignment. The grade demonstrates students have a fundamental understanding of accomplishing communicative goals.

SLO 7: Apply Ethical Principles to a Communication Situation

- All students enrolled in COMM 3301: Organizational Communication (Assignment: Crisis Analysis)
- Evaluate the ethical elements of a Public Communication situation
- Identify ethical perspectives
- Explain the relevance of various ethical perspectives
- Articulate the ethical dimensions of a communication situation
- Choose to communicate with ethical intention
- Propose solutions for (un)ethical communication
- Evaluate the ethical elements of a communication situation

6. Data Collection and Review

When will data be collected for each outcome?

SLO 1: COMM 2308: Perspectives in Communication (Exam 1); **Fall/Spring**

COMM 4130: Communication Practicum (Assignment: Know thy discipline); **Spring**

SLO 2: COMM 2308: Perspectives in Communication (Exams 2-7); **Fall/Spring**

SLO 3: COMM 2313: Introduction to Communication Research (Research Application 4); **Fall**

SLO 4: COMM 3310: Advanced Public Speaking (Speech of Proposal: Formal Outline); **Fall**

SLO 5: COMM 1300: Principles of Communication (Persuasive Presentation: Formal Outline); **Fall on even years**

SLO 6: COMM 3307: Interpersonal Communication (Assignment: Communication Planning

Theory Application); **Spring**

SLO 7: COMM 3301: Organizational Communication (Assignment: Crisis Analysis); **Fall/Spring**

How will data be collected for each outcome?

- SLO 1:** The instructor of COMM 2308 will collect scores from the exam recorded in Blackboard and placed into a shared assessment drive by the end of the semester. The instructor of COMM 4130 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 2:** The instructor of COMM 2308 will collect scores from the exams recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 3:** The instructor of COMM 2313 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 4:** The instructor of COMM 2313 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 5:** The instructors of COMM 1300 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 6:** The instructor of COMM 3307 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.
- SLO 7:** The instructor of COMM 3310 will collect scores from the assignment recorded in Blackboard and placed into a shared assessment drive by the end of the semester.

What will be the benchmark/target for each outcome?

- SLO 1:** Eighty percent (80%) of students will earn a C (70%) or higher on this exam and assignment.
- SLO 2:** Eighty percent (80%) of students will earn a C (70%) or higher on each exam.
- SLO 3:** Eighty percent (80%) of students will earn a C (70%) or higher on this assignment.
- SLO 4:** Eighty percent (80%) of students will earn a C (70%) or higher on this assignment.
- SLO 5:** Eighty percent (80%) of students will earn a C (70%) or higher on this assignment.
- SLO 6:** Eighty percent (80%) of students will earn a C (70%) or higher on this assignment.
- SLO 7:** Eighty percent (80%) of students will earn a C (70%) or higher on this assignment.

What individuals/groups will be responsible for data collection?

- SLO 1:** The instructors of COMM 2308 and COMM 4130
- SLO 2:** The instructor of COMM 2308
- SLO 3:** The instructor of COMM 2313
- SLO 4:** The instructor of COMM 2313
- SLO 5:** The instructors of COMM 1300
- SLO 6:** The instructor of COMM 3307
- SLO 7:** The instructor of COMM 3310

7. Participation in Assessment Process

Who will participate in carrying out the assessment plan?

The tenured/tenure-track faculty of the Communication Program will implement the assessment plan.

What will be their specific role/s?

The tenured/tenure-track faculty of the Communication Program will compile and organize data in a format suitable for analysis.

8. Data Analysis

How will the data and findings be shared with faculty?

The Director of the School of Communication will share the annual report with the faculty in the School of Communication.

Who was involved in analyzing the results?

The tenured/tenure-track faculty of the Communication Program will analyze the results.

How are results aligned to outcomes and benchmarks?

The results will be reported within individual outcomes. The report will include individual reflections on the extent to which individual benchmarks were met.

9. Plan for Using Assessment Results to Improve Program

How will you use the results to improve your program?

The reflections of the benchmark achievement or lack of achievement, will inform recommendations to curriculum changes for each outcome.

10. What are the plans to evaluate students' post-graduate success?

Collect contact information for the program graduates. Using this information an exit survey will be employed to collect post-graduation data.

11. What are the plans to evaluate teaching effectiveness?

Assessment of Teaching Effectiveness

To evaluate teaching effectiveness, we will analyze assessment data to identify trends, gaps, and areas for improvement. This will involve reflecting on which instructional strategies and materials were most successful and determining areas that require adjustment. The evaluation process will include engaging in professional development and collaborating with colleagues to implement best practices. Continuous feedback loops, including student input and peer observations, will further support the ongoing evaluation and enhancement of teaching effectiveness.

Continuity of Operations

In the event of faculty changes (e.g. sabbatical, retirements, addition of new faculty), faculty will utilize the assessment plan and collaborate to address norms of rigor, standards of instructional effectiveness, and evaluation criteria.

12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation

Curriculum Map (Click to view) or visit:

<https://docs.google.com/document/d/1kn6jIMzWz8e0H5t8gNog4KxoMPeSJUo8LDer0J3y2jE/edit?usp=sharing>

Assessment Tools (See Appendix)

13. Submit Assessment Plan

Send completed form electronically to assessment@uca.edu

For questions or concerns please contact:

Dr. Jacob Held 450-5307 jmhheld@uca.edu

Alyson McEntire 450-5086 amcentire@uca.edu

APPENDIX: SAMPLE ASSESSMENT ACTIVITY/ARTIFACT/OUTPUT

SLO 1: Describe the Communication discipline and its central questions.

Sample Questions from Exam 1

1. Traditional rhetorical communication is distinguished by

- A. a conviction that speech distinguishes humans from other animals.
- B. a confidence that public address delivered in a democratic forum is an effective way to solve political problems.
- C. one-way communication.
- D. all of the above

2. Much of the work in the scientific perspective assumes that

- A. mechanisms of human information processing are beyond our awareness.
- B. communication is the link separating the separate parts of the system.
- C. words are a special kind of sign known as a symbol.
- D. theories are clearly normative and act to accomplish change in the conditions that affect society.

3. Communication from the interpretive perspective is viewed

- A. as the experience of self and others through dialogue.
- B. the process of sharing meaning through signs.
- C. as artful public address.
- D. as the creation and enactment of social reality.

Know Thy Discipline Assignment

Using Weaver (1959), Powers (1995), and the website of the National Communication Association (www.natcom.org) answer the following questions:

1. Describe the first scholars in communication. What departments were they from?
2. The first official national meeting was held in what year? What city?
3. List the various names our national organization has held (starting from that first meeting until the present).
4. What areas of the communication were early scholars researching (e.g., persuasion, mass media, interpersonal, health)?
5. What areas of communication were scholars researching from the 1980s into the 1990s?
6. What areas of communication are scholars researching now?
7. What is the name and publication year of the first communication journal? Name the journals that the national organization publishes.

8. What is the current name of the national organization for our discipline? What is its purpose? How many members are there in the national organization? What are the yearly fees for membership for you (as a student)? Are there any student clubs or societies that you could join?
9. Notice the divisions/caucuses within the organization. Which would you like to join? List any division(s) that seem (to you) to be unusual matches for a communication organization.
10. Our discipline holds an annual meeting each year. This year, where is the meeting, and what number does it represent? Scan the program for this conference and find two sessions that you would be interested in attending.

SLO 2: Demonstrate an understanding of multiple theoretical perspectives

Sample Questions from Exams 2-7

Exam 2

Matching—Match each premise with its corresponding theory. You may use a theory more than once or not at all.

- A. Aristotle's Rhetoric
- B. Fisher's Narrative Paradigm
- C. Burke's Dramatism

- 46. Classified rhetoric as the counterpart of dialectic.
- 47. Believes that language is a strategic human response to a specific situation.
- 48. Ascertains that the task of the critic is to assess motives.
- 49. Argues that the guilt-redemption cycle is the root of all rhetoric.
- 50. Emphasizes that no communication is purely descriptive or didactic

Exams 3 and 4

Matching—Match each statement with its corresponding theory. You may use a theory more than once or not at all.

- A. Expectancy Violations Theory
- B. Social Penetration Theory
- C. Uncertainty Reduction Theory
- D. Social Information Processing Theory
- E. Social Judgment Theory
- F. Elaboration Likelihood Model
- G. Cultivation Theory
- H. Agenda-Setting Theory

- 46. Suggests that, under some circumstances, violating social norms and personal expectations is a superior strategy to conformity.
- 47. Claims that the human need for affiliation is just as active when people communicate on-line as when they are with each other face-to-face.
- 48. Proposes the importance of the hyperpersonal perspective.
- 49. Reflects a compromise between the conflicting approach-avoidance needs that we as humans have for affiliation and privacy.
- 36. Argues that heavy television viewing creates an exaggerated belief in a mean and scary world.
- 37. Believes that media have the ability to transfer salience of items on their news agendas to the public agenda.
- 38. Contrasted with the prevailing selective exposure hypothesis, reaffirming the power of the press while maintaining individual freedom.

40. The goal is to test relative effectiveness of strong-message arguments and high source credibility.
41. Results depend on the two mental routes to attitude change a listener happens to use.

Exams 5 and 6

Matching—Match each statement with its corresponding theory. You may use a theory more than once or not at all.

- A. Symbolic Interactionism
- B. Coordinated Management of Meaning
- C. Relational Dialectics
- D. Functional Perspective on Group Decision Making
- E. Cultural Approach to Organizations
- F. Genderlect Styles

35. Humans act toward people or things on the basis of the meanings they assign to those people or things.
36. Believe that the quality of our personal lives and of our social worlds is directly related to the quality of communication in which we engage.
37. Based on the assertion that persons-in-conversation co-construct their own social realities and are simultaneously shaped by the worlds they create.
38. Believe that relationships are organized around the dynamic interplay of opposing tendencies as they are enacted in interaction.
39. Basic premise is that personal relationships are indeterminate processes of ongoing flux.
40. Insists that there are gender differences in the ways we speak.
41. Maintains that the way to understand a culture is to observe it as a stranger in a foreign land.
42. Regards discussion as an instrument to create the social reality in which decisions are made.
43. Counteractive communication is used by teammates to move the team back on track.
44. Involves the process of tracing the many strands of a cultural web and tracking evolving meaning.

Exam 7

Matching—Match each statement with its corresponding theory. You may use a theory more than once.

- A. Critical Theory of Communication Approach to Organizations
- B. Muted Group Theory
- C. Standpoint Theory
- D. Cultural Studies
- E. Co-Cultural Communication Theory

35. Ascertains that all corporate communication is an outcome of political processes that are usually undemocratic and harmful to democracy.
36. Believes that public decisions can be formed through strategy, consent, involvement, and participation.
37. Claims that the perspective from the lives of the less powerful can provide a more objective view than the perspective from the lives of the more powerful.
38. Works from the central tenet that all scholarly inquiry should start from the lives of women and others who are marginalized.
39. Doubts the scientific community's potential to find any useful answers to important questions about media influence.
40. Suggests that it is inaccurate to separate signs and symbols from mass media images.
41. Found that the preferred outcomes of group members include assimilation, accommodation, separation.

SLO 3: Engage in systematic Communication inquiry

Assignment: Introduction to Communication Research (COMM 2313) Literature Review Evaluation Criteria

Research Project Characteristics _____/20

- The project emphasizes interaction among elements of human communication: source, message, channel, and audience.
- The project is narrowed and advances a specific claim. a specific communication concept to a context.
- The project extends existing knowledge through applying communication concepts to novel situations, synthesizes concepts, or fills existing research gaps.
- The project targets observable communication phenomena.

Organization _____/40

- The paper includes a Title Page following the guidelines described in APA 7.
- This includes an introduction that prepares the reader for issue/topic being reviewed
- A thesis section that outlines the specific concepts/variables being advanced in the project, a specific prediction about a communication phenomenon, and a preview of the main points of the literature review are introduced.
- The body of the literature review includes 1. definitions of the concepts, theories, and variables introduced in the paper, 2. a description of existing research that has been conducted, 3. reasoning or evidence concerning the gaps in research, 4. a summary of these findings, 5. an evidence-based prediction based on these findings.
- The paper advances a Hypothesis or Research Question based on the evidence and reasoning introduced in the prior section.

Formatting _____/20

- Proper credit consistently and clearly given to ideas not produced by the author.
- The student demonstrates evidence of learning and developing expertise beyond textbook/conference paper.
- There is a complete match between the Reference page and in-text citations.
- Paper consistently adheres to formatting and style guidelines outlined in APA 7
- References are formatted according to the guidelines outlined in APA 7.
- The paper meets minimum source requirements (15) for assignment.
- Authoritative sources are used to justify claims (peer-journal articles, scholarly books, book chapters).
- Research sources are appropriate to the topic (relevance).

- The assignment includes well-developed paragraphs with an appropriate length, a specific supporting claim, evidence, and reasoning justifying the correspondence between the evidence and the claims.

Writing Style _____/30

- The writing style is consistent with the clear and concise writing style conventions outlined by APA 7.
- The paper is written in 3rd-person.
- The paper uses person-first language based on the style guidelines described in APA 7.
- The paper minimizes typographical/grammatical errors.

Adheres to instructor guidelines____/15

- The paper is submitted to the instructor at the requested date/time.
- The assignment applies instructor feedback from previous assignments.

SLO 4: Create and analyze messages appropriate to specific audiences, purposes, and contexts.

Assignment: Speech of Proposal

Assignment Overview: For this assignment, you are tasked with creating and presenting a proposal for a specific change you would recommend within an organization of which you are currently a member (school, volunteer group, workplace, etc.). The proposal should focus on a particular change that will benefit the organization and should include a detailed explanation of the change and the possible consequences or impacts that result from implementing that change.

Your proposal will be presented in a 10-12 minute oral presentation, supported by a maximum of 5 slides. You must clearly outline your main points and use appropriate supporting material to bolster your argument.

Assignment Requirements:

1. Time: 10-12 minutes
2. Presentational Aids:
 - PowerPoint is required with no more than 5 slides (this includes the title slide).
 - Each slide must incorporate an alternate symbol system (such as images, graphs, charts, etc.) alongside text. Do not overload slides with text.
3. Content Structure:

The speech must be divided into three main points:

 - I. Change Explanation:
 - Clearly explain the specific change you are proposing.
 - What is the change? Why is it important?
 - Provide background/context on the current situation that necessitates this change.
 - II. Consequence 1:
 - Explain the first major consequence of the proposed change.
 - How will it positively or negatively affect the organization?
 - Provide evidence or examples to back your argument.
 - III. Consequence 2:
 - Explain the second major consequence of the proposed change.
 - Consider any other ramifications or long-term effects of this change.
 - How will it impact individuals or groups within the organization?
4. Supporting Material:

- Four (4) oral citations are required. These citations must come from credible sources and be presented within the body of the outline as you make your argument.
- Each citation should include the following:
 1. Author: Who is responsible for the information?
 2. Date of Publication: Or website accessed, or interview date.
 3. Type: Magazine, journal article, book, interview, website, etc.
 4. Title: Full title of the source.
- Sources must vary in type (e.g., academic articles, news articles, interviews, etc.) to demonstrate broad research.
- APA style must be used for both the bibliography in the formal outline and in the references cited in the body of the presentation.

SLO 5: Influence public discourse

Persuasive Presentation

Goal: To persuade your audience to engage in a specific, ethical action or belief that is relevant and meaningful.

Rationale: There are many academic, professional, personal and civic situations that require individuals to deliver a persuasive presentation. This assignment introduces students to persuasive organization intended to foster immediate and specific audience action or to change their existing beliefs or attitudes toward a topic. Through the process of completing this assignment, students will improve their researching skills while developing organized, rational, ethical, and persuasive arguments using effective supplemental aids. This assignment also provides students a chance to further hone their delivery skills while focusing on the needs and attitudes of a specific audience. The development of these skills will enable students to be more effective in a variety of social contexts, specifically in the creation of positive social change.

Description: This is a 5-7 minute persuasive presentation on a topic approved by your instructor. In this assignment students will research and develop a presentation appropriate to their audience and deliver that presentation using an extemporaneous delivery style. Students will polish their delivery skills and practice the implementation of supplemental aids to enhance their presentation.

Directions: Think of this presentation as a *process* that requires ongoing revision and reflection. Below is a list of general steps to help guide you in the process of creating your presentation.

- 1). Research potential topics and choose an interesting topic that is relevant and not already known to the audience. Because you are advocating that your audience take a specific action or change their attitudes or beliefs, you should spend a sufficient amount of time to examine the ethical considerations of your stance on the issue, the reasoning you use to persuade the audience, and the actions you are asking your audience to take.
- 2). Complete the Topic Development Form.
- 3). Create a typed preparation outline using complete sentences, logic, subordination, and evidence organized in an approved persuasive organizational pattern.
- 4). Construct an effective supplemental aid for your presentation that will enhance the audience's understanding of your topic.
- 5). Practice your presentation using your preparation outline.
- 6). After you have practiced the presentation using your preparation outline a few times,

develop presentation notes using key words that will help you the most.

7). Rehearse your presentation with your presentation notes and supplemental aid.

8). Deliver your presentation to the class.

Assignment Requirements

Time: 5-7 minutes

Topic: The topic of the presentation should be interesting and relevant to your audience.

Organization: Main points will be organized in a logical, appropriate, and approved pattern of organization. Main points in this presentation may range from 2 to 4 depending on the topic, depth of your points, organizational pattern, time allotment, and other requirements.

Presentation Notes: Key words and evidential information only.

Supplemental Aids: At least one visual aid is required (e.g., PowerPoint, artifact, or another visual aid that *enhances* the audience's understanding of an idea).

Supporting Material: A minimum of four (4) sources are required for this presentation. At least 1 of the sources must *not* be from the Internet. (Internet in this case refers to websites and sources obtained from a web browser such as Google. Library databases are not considered Internet sources because they are also available in print form in various periodicals.)

Evaluation of Sources: The three Cs are useful when evaluating what sources to use in your presentation. Sources contain a different balance of the three Cs, so your job in evaluating a source is to apply the following criteria and determine if your source should or should not be used in your presentation.

Current: Sources are within the past 2 years.

Credible: Sources are trustworthy.

Comprehensive: Sources are balanced and provide a good overall understanding of the topic.

Oral Citations: Oral citations must include the following information:

1) Author (who wrote the article or what organization is responsible for the information?)

2) Date of publication (or when a website was accessed, or interview conducted)

3) 4) Type (magazine/newspaper/journal article, book, interview, website, etc.)
Title (of the work or webpage)

References: Sources must appear in APA style in both the References page as well as referenced in the body of the formal outline.

Graded Components

Topic Development Form.....Points Determined by Instructor
Preparation Outline.....75 points
Presentation Notes.....Points Determined by Instructor
Presentation.....125 points
Peer Evaluations.....Points determined by instructor

SLO 6: Demonstrate the ability to accomplish communicative goals.

Communication Planning Theory Application Assignment

Objective:

The purpose of this assignment is to identify and reflect on a communicative concern that you or someone you know is experiencing in a close relationship. By articulating the issue in a structured format, you will practice applying communication theory to life, particularly through the lens of the **Planning Theory of Communication**. This theory emphasizes the cognitive processes and strategies involved in communication planning, which can be applied to help you better understand your own communication behaviors and those of others in the issue you are describing.

Instructions:

Write a letter-style assignment describing a communicative concern that you or someone you know is currently facing. The letter should provide an overview of the issue and reflect on the situation through the lens of communication theory.

Incorporating Planning Theory:

As you describe the concern, consider how the **Planning Theory of Communication** can inform your understanding of the situation. The theory suggests that individuals plan their communication behaviors based on cognitive evaluations and goals. Reflect on the strategies involved in your communication (or the communication of someone you know) and how these can be adjusted or refined to resolve the issue.

Key Requirements:

1. **Concern Description:**
 - Clearly describe the communicative issue you are facing (or that someone you know is facing) in a close relationship (e.g., interpersonal, familial, romantic).
2. **Questions:**

- Pose at least three specific and well-thought-out questions that you would like answered. These should relate to resolving or understanding the communicative concern better.

3. Planning Theory Reflection:

- Briefly discuss how the theory of communication planning applies to your situation. What communicative decisions or strategies might have been made, and how might they be restructured to improve the outcome?

4. Anonymity:

- To maintain privacy, refrain from including any identifiable names of the individuals involved in the situation.

5. Length:

- 500-750 words (approximately 2-3 typed pages).

SLO 7: Apply Ethical Principles to a Communication Situation

Goal

Students will be able to apply image restoration theory to a current or ongoing organizational crisis and critically evaluate how the organization communicates with stakeholders and offer suggestions for improving organizational communication.

Assignment Overview

Students will analyze the communication associated with an organizational crisis and present their findings to the class. Scholars may choose any recent or ongoing organizational crisis that is not already in a textbook to analyze. In the paper the groups will (1) introduce the context of the situation and offer a rationale for viewing the event as a crisis, (2) provide a review of Image Restoration Theory, (3) identify any symptoms that a crisis was imminent, (4) identify routine and non-routine responses to the crisis, (5) discuss the social responsibility of the organization's response (ethical dimensions) and how the actions taken affect or may affect the organization (including individuals within the organization), its stakeholders and the environment, (7) offer conclusions regarding the effectiveness and/or ineffectiveness of the organization's crisis communication, and (8) create recommendations to improve crisis communication and prevent another similar crisis from occurring.

Key Requirements:

Effectiveness (1-2 pages) (heading)

- Analyze the communication of the overall response strategy from the stakeholder's viewpoint.
- Tie the components of Image Restoration Theory directly to the case study, don't assume the examples you provide "speak for themselves" or that the meaning is obvious. You must explain your points overtly.

Ethical implications (1-2 pages) (heading)

- Discuss whether or not the organization reacted to the crisis in a socially responsible manner? What are the ethical implications of the response for individuals within the organization, the stakeholders, and the environment?
- How does this discussion tie in with what is known about Image Restoration Theory?

Recommendations (1-2 pages) (heading)

- Create recommendations based on the results of your analysis and your discussion of the effectiveness and ethical considerations. Don't base your recommendations on what appears to be "common sense."
- What can be done to improve crisis communication and organizational functioning to prevent a crisis?
- Discuss the strengths and weaknesses of Image Restoration Theory and/or this study in general. What was explained well? What was not explained well?
- Strengths, weaknesses, suggestions for future research.