

Communication Studies Capstone Course Spring 2019 / CMST 5800

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Office Hours: Wednesday from 2:00-3:00
(Or just drop by)

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General Course Overview

Welcome to the capstone course in Communication Studies. At this point in your major you have come to fully appreciate the idea that the quality of our lives depends upon the quality of our communication. This course is designed to help you **reflect** on and **synthesize** the knowledge you have gained in your communication studies courses in order to articulate that knowledge to others and make that knowledge more meaningful to yourself. This course is designed to build on the wide variety of communication knowledge you bring to the class and make this knowledge usable for you in everyday life. This course assumes that you are an experienced and committed student of communication. Therefore, the course is designed to get you thinking about what you have learned throughout your program of study in communication and will involve reviewing and applying concepts covered in your previous classes.

Learning Objectives:

You will be able to make practical connections between concepts you have learned in a variety of different Communication Studies courses.

You will be able to articulate to external audiences (1) the purpose of Communication Studies as an academic discipline, and (2) key concepts and principles you have learned in the Communication Studies program.

You will understand how to apply communication concepts to productively deal with everyday challenges and problems.

Text:

Studying Communication: An Invitation to Purposeful Learning (2019). By Matthew L. Sanders and John G. McClellan. Published by Hayden McNeil - Macmillan Learning: Curriculum Solutions.

Grading

| | |
|--|---|
| What I Have Learned Paper (2 parts) | = 80 points (30 points on part 1 & 50 points on part 2) |
| Concept Teaching (30-35) minute presentation) | = 60 points |
| Message Analysis | = 15 points |
| Final Interview | = 10 points |
| Four Application Papers | = 20 points |
| Participation | = 30 points |
| Total | = 215 points |

End of semester grades will be assigned based upon the following percentages of the total number of points:

| | | | |
|---------------|---------------|---------------|-----------------|
| A = 93 - 100% | B = 83 - 86% | C = 73 - 76% | D = 60 - 64% |
| A- = 90 - 92% | B- = 80 - 82% | C- = 70 - 72% | F = 59% or less |
| B+ = 87 - 89% | C+ = 77 - 79% | D+ = 65 - 69% | |

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 ** *What I Have Learned Papers. The first part (Due Jan. 29 in class) of this paper is a review of your coursework in past communication courses. You need to select five specific concepts that you feel are particularly important. You may not use more than two concepts per course, so you must reference at least three CMST courses. Make sure each concept is clearly tied to a specific course. Each concept should be explained and illustrated through a specific example from your life (either that you have experienced or observed). In a way, you are making a case for why these are such useful or important concepts or ideas. References for each concept (even if it is just from class notes) should be included. This portion will need to be at least nine pages (often more), one page for the introduction (make sure you preview your five concepts) and at least a half page for the conclusion and at least one page (often two-three pages) for each concept covered. The second part (Due April 23 by class time) of this paper will be at least 14 pages and includes the revisions I suggest on the first part and then adds three items. The first is a sixth concept (to go along with the five covered in part one). This concept should be from a concept presented by another student in this class; the second is a two plus page explanation of your personal philosophy of successful communication. It may address such issues as what you feel is important to understand or be aware of in a given situation, what people should do to communicate in effective or appropriate ways, or what standards communication should be held to. Provide some context about what types of situations your theory is applicable to. The third is a one page "resume" summary of key skills or knowledge that you have obtained during your time as a CMST major accompanied by a brief sentence supporting your claim to have this skill. Write this for an audience that is not familiar with program specific terms, like a "BHAG" or a "VOCAB."*

** The concept teaching assignment requires you to teach to the class at least two of the five concepts you have identified as important in your "What I Have Learned" paper. I will assign you which two you do. You will have 30-35 minutes. The presentation will cover both concepts. You need to have a presentation plan sent to me by 5:00pm on the **Friday before** you teach. Your plan must clearly indicate your learning objectives for the presentation and have an outline of how you will achieve these. *Learning objectives are audience-focused goals, what you want the audience to know or be able to do after your presentation.* The objectives are not describing what you or the audience will do during the presentation. Your outline describes what you will be doing during the presentation and everything in the outline should be clearly connected to your objectives. In some cases I will have suggestions for you to consider. This assignment should demonstrate your ability to communicate challenging and important concepts. This is a capstone course and I am looking for EXCELLENCE, not just the usual class presentations. You are communication majors demonstrating your ability in the capstone course and in my mind the bar is seriously raised for these presentations (typical B+ or "good" class presentations that we see so often should expect a C grade; however, I expect to see from each of you top-notch, "A" presentations). Your presentations should be informative, engaging, and memorable.

** **Regular attendance in a capstone course is expected.** Anything over two absences for the semester will have a negative impact on your participation grade and six absences will result in an 'F' for the course.

** *Your final interview (10 minutes) will involve a few questions related to the major and what you have learned. The key will be that you know concepts well enough that you can just talk to me about them in an accurate and clear manner without using notes.*

** Application papers are short, one page applications of one concept covered by one of your fellow students in their concept teaching presentation. There will be four of these (5 points each). These papers should focus on a specific application of one concept into your own life. Don't just review the concept; demonstrate that you can succinctly apply it to your own life with a specific example. You may only choose one concept from any one day. In addition, the concepts you select may not be any of the five you wrote about in the first part of your "What I Have Learned" paper. The application papers are **due the class period after the concept has been presented.** Late papers lose one point for each day late.

** *Included in the participation score is active participation in class discussions and activities as well as following through on requests for examples, doing the in-class reflection/question papers, and so forth. Attendance at and attention to the presentations is crucial (cell phones and laptops can really hurt your participation during the presentations).*

Student Accommodation Notes: Students with ADA-documented impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. Accommodations are coordinated through DRC in Rm 101 of the University Inn, 7-2444 voice, 7-0740 TTY, or toll free at 1-800-259-2966. Please contact DRC as early as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Course Schedule

| | | |
|------|---------|--|
| Jan. | 8 | Introduction and overview of course |
| Jan. | 15 | Communication Concepts (bring 10 concepts from at least five classes) |
| Jan. | 22 | Communication Skills (Sanders/McClellan Ch. 1 & 2) |
| Jan. | 29 | Effective Presentations (Ken Bain Reading in Canvas) – First Paper Due |
| Feb. | 5 | Message Analysis Day & Ongoing learning (Sanders/McClellan Ch. 3 & 5) |
| Feb. | 12 | Presentation Prep |
| Feb. | 19 | Concept Presentations |
| Feb. | 26 | Concept Presentations |
| Mar. | 5 | Concept Presentations |
| Mar. | 12 | Spring Break |
| Mar. | 19 | Concept Presentations |
| Mar. | 26 | Concept Presentations |
| Apr. | 2 | Concept Presentations |
| Apr. | 9 | Concept Presentations |
| Apr. | 16 | Concept Presentations |
| Apr. | 23 & 30 | Interviews |

Here are two good Ted talk resources for presentation information:

https://www.ted.com/playlists/226/before_public_speaking

https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks

Good Learning Objectives:

- My audience will know what the Rashomon Effect is and how it influences our perceptions.
- My audience will know five ways to avoid the Rashomon Effect in their daily lives.
- My audience will understand why Fantasy Themes are important and the four ways that groups are impacted by these themes.
- My audience will learn the tools necessary to implement Fantasy Themes in their own group work.

Poor Learning Objectives:

- My audience will reflect on the Rashomon Effect and answer questions about it.
- I will explain what the Rashomon Effect is.
- My audience will apply principles and draw conclusions using their own examples in their lives.
- How do these concepts help us have greater competence?

Sentence Outline (often at least two pages)

I am looking for a sentence outline. I am not looking for just a series of one-word lists. I am also not looking for a full script where every little thing you say will be written out completely.

For example:

1. Raise your hand if you have ever felt out of place or awkward in a social setting? Ask for brief examples
2. Review four stages in the socially awkward Model:
 - A. Anticipation – Using example from Aunt Marge at the wedding.
 - B. Encounter – YouTube Trailer from Shazam ([youtube.com/watch?v=wC8uySZzInE](https://www.youtube.com/watch?v=wC8uySZzInE)).
 - C. Crisis – Brief role play – pair students up and have each student enact how they would respond to the situation.
 - D. Aftermath – Return to class examples of awkwardness and ask about other potential outcomes if they had known about this model.

Not:

1. Attention getter
2. Model Overview
 - A. Anticipation
 - B. Encounter
 - C. Crisis
 - D. Aftermath

Paper Rubric (5800)

Language Use

HIGH: Uses language that skillfully and clearly communicates meaning to readers in a creative manner and is virtually error free.

MEDIUM: Uses language that clearly communicates meaning to readers in a straightforward manner and only has a few errors.

LOW: Uses language that sometimes conveys meaning clearly and at other times impedes meaning and has a number of writing errors.

Introduction

HIGH: Introduction provides a clear and inviting description of your connection to, interest in, and experience with the communication program; clearly identifies the five concepts to be covered and why they were selected; and includes a clear preview of the general organization of what will follow in the paper.

MEDIUM: Introduction provides a straightforward description of the purpose of the paper, briefly overviews the concepts to be covered, and provides only a general sense of what will follow.

LOW: Introduction has a minimal connection to the purpose of the paper, a hard-to-follow overview of the concepts to be discussed, and no real preview of how the paper will be organized.

Concepts

HIGH: Provides a clear and accurate description of the concepts, demonstrating a thorough understanding of the concepts through hypothetical examples or insightful descriptions that go beyond simple citations of other sources.

MEDIUM: Provides a solid description of the concepts, uses quotes or descriptions in accurate ways, though there is not strong evidence of a personal understanding of the concepts.

LOW: Concepts are only marginally clear. Parts are left unexplained and description is confusing at times or inaccurately conveyed.

Examples

HIGH: Personal examples provide clear, detailed, and illuminating insights into the concepts being discussed. The implications of the examples and the concepts for other potential outcomes for each experience or similar events or future experiences are discussed.

MEDIUM: Personal examples provide only a general sense of the concept, lacking specific details and providing connections that are not always clear or developed. The implications of the concepts for each experience and future experiences are left undeveloped.

LOW: Personal examples are either only hinted at or are not provided. Discussion of any implications is not provided or is only indirectly suggested.

Conclusion

HIGH: The conclusion brings the paper to a logical and cohesive end. It provides a summary of all the concepts discussed and reminds us why these concepts are important. The concepts are appropriately referenced in terms of what class they are from and appropriate references are provided for the material used in the paper.

MEDIUM: The conclusion gives a general wrap up, noting the five concepts, but does not provide a clear explanation of their importance. It is not always clear which classes the concepts are tied to and the references are provided in an inconsistent manner, if at all.

LOW: The conclusion is minimal at best, providing no specific tie to the five concepts. It is left unclear which classes the concepts are tied to and references for material which is clearly not the author's own ideas are not provided.

Scores

Total _____ Converted to be out of 30 _____

Language Use: _____ out of 10

Introduction: _____ out of 10

Conclusion: _____ out of 10

Concept (each one is out of 5): 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Example (each one is out of 5): 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5800 Presentations

Feb 19 1. _____ 2. _____

3. _____

Feb 26 1. _____ 2. _____

3. _____

Mar. 5 1. _____ 2. _____

3. _____

Mar. 19 1. _____ 2. _____

3. _____

Mar. 26 1. _____ 2. _____

3. _____

Apr. 2 1. _____ 2. _____

3. _____

Apr. 9 1. _____ 2. _____

3. _____

Apr. 16 1. _____ 2. _____

3. _____