

Communication Studies Capstone

CMST 5800, Section 02

Spring 2019

Wednesday 3:30-5:30, Main 201

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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:

- Make practical connections between concepts you have learned in a variety of different Communication Studies courses.
- 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.
- 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 poin
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%	

**** What I Have Learned Papers.** The **first part (Due Jan. 30 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 17 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.	9	Introduction and Overview
Jan.	16	Communication Concepts (Sanders & McClellan Ch. 1)
Jan.	23	Effective Presentations (Ken Bain Reading in Canvas; Sanders & McClellan Ch. 2)
Jan.	30	Communication Skills (Sanders & McClellan Ch. 3) – First Paper Due
Feb.	6	Message Analysis Day & Ongoing Learning (Sanders & McClellan Ch. 4 & 5)
Feb.	13	Concept Presentations
Feb.	20	Concept Presentations
Feb.	27	Concept Presentations
Mar.	6	Concept Presentations
Mar.	13	Spring Break
Mar.	20	Concept Presentations
Mar.	27	Concept Presentations
Apr.	3	No Class: Online Discussion on Communication Competencies and Resumes
Apr.	10	Concept Presentations
Apr.	17	Concept Presentations – Second Paper Due
Apr.	25 – May 1:	Final Interview (By Appointment)