UNIVERSITY OF SAN FRANCISCO | College of Arts and Sciences

Communication Studies (COMS) Major/Minor

Annual Assessment Report AY22-23
Report due date: Tuesday, November 1, 2023

1. **Name(s) of all program(s) and degree type(s) assessed** (Major, Minor, Graduate, or Non-Degree)

   Undergraduate Major
   Communication Studies (COMS)

   *Because there are only 7 declared COMS minors, we did not assess the COMS minor separate from the COMS major, AY 2022/2023.

2. **Names and contact information of the faculty coordinating the assessment of each program and report**

   Submitted by Dr. Allison Thorson, Chair, Department of Communication Studies

   Please send feedback to athorson@usfca.edu

3. **Mission Statement**

   No changes since the last report.

   The Department of Communication Studies is a community of scholars whose mission is to empower students to achieve their personal and professional goals through becoming clear, effective, and ethical communicators. Communication Studies graduates will be educated in understanding, critiquing, and producing arguments and texts with the goal of fostering a sense of civic responsibility and a shared commitment to social justice.

4. **Your PLOs**

No changes since the last report. ** However, a discrepancy across assessment reports is being found for PLO 4.

1.	Students will articulate and define major theories and concepts used in the study of communication.

2. Students will design a research project that engages scholarly literature to address significant and appropriate questions/issues.

3. Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and test hypotheses.

4. EITHER: (a) Students will identify and assess the social context for their messages and craft effective messages for specific audiences. OR (b) Students will craft effective messages by identifying and addressing social content(s)/specific audiences.

5. Students will be able to identify how communication produces, reinforces, and critiques social inequalities and power relations.

5. **Current Curricular Map.**

Four updates were made to the major and minor using a short form on Curriculog.
- The course COMS 362 was renamed from Communication Education to Communication & Education (effective Fall 2024)
- The course COMS 335 was renamed from Rhetoric of Social Movements to Social Movements and Rhetoric (effective Fall 2024)
- The course COMS 336 was renamed from Rhetoric of Law to Law, Justice, and Culture (effective Fall 2024)
- The course COMS 325 was added to the degree evaluation system through Curriculog. This course was already on our curriculum map but for some reason was not showing up in other areas. This glitch should now be fixed. (effective Fall 2024)

Three special topics courses and one retired COMS course were removed from the curriculum map (i.e., these courses have not been offered in the last 5 years):
- Communication in the Digital Age: COMS 490
- Rhetoric of San Francisco: COMS 490
- Political Communication: COMS 490
- Message Design: COMS 370

The full names of courses were added to the curriculum map (rather than using acronyms and abbreviations).

6. **Year-by-year list of PLOs assessed since your last APR and those to be assessed before your next APR**

Pre - AY 2013/2014
- o discussed various ways we might assess the COMS major

AY 2013/2014 – *APR year*
- o developed COMS PLOs (PLO 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 4.1) and a tentative comprehensive Student Learning Assessment plan
- o investigated e-portfolio platforms; explored create e-portfolios options, capstone course
- o determined data should be collected in the Communication Studies Internship course

AY 2014/2015
- o developed a Learning Assessment & Skills Translation Assignment that became a required part of our internship course. The data from this assignment - which required students to submit portions of papers/assignments from previous COMS courses they completed – were intended to later be used to assess our PLOs as rubrics were developed one-by-one.

AY 2015/2016
- o revised our mission statement
- o revised our program goals
- o revised and reduced the number of COMS PLOs to 5 (from 8): PLO 1, 2, 3, 4, 5
- o over the course of 6 semesters, we collected and analyzed student data online as a required part of our internship course "Learning Assessment & Skills Translation Assignment"
- o determined whether students reported that a particular PLO was achieved in the courses that the COMS department identified as fulfilling that PLO
- o developed the PLO1 rubric and tested the rubric using work products uploaded by students to the Learning Assessment & Skills Translation Assignment from COMS 496
- o once the PLO1 rubric was developed and tested, we finalized this assessment using direct student work products that were pulled from courses that were identified by professors as meeting PLO1.
- o based on our findings, we developed and refined our survey tool to collect direct student data in COMS 496 based on our new PLOs
- o based on our findings, we finalized and started developing initial rubrics for PLO 2, 3, and 5.

AY 2016/2017
- o developed the PLO5 rubric and tested the rubric using work products uploaded by students to the Learning Assessment & Skills Translation Assignment from COMS 496

AY2017 – 2018

- once the PLO5 rubric was developed and tested, we finalized this assessment using direct student work products that were pulled from courses that were identified by professors as meeting PLO5.
- developed the PLO2 rubric and tested the rubric using work products uploaded by students to the Learning Assessment & Skills Translation Assignment from COMS 496

AY 2018 – 2019
- once the PLO2 rubric was developed and tested, we finalized this assessment using direct student work products that were pulled from courses that were identified by professors as meeting PLO2.

AY 2019 – 2020
- developed the PLO3 rubric and tested the rubric using work products uploaded by students to the Learning Assessment & Skills Translation Assignment from COMS 496
- once the PLO3 rubric was developed and tested, we finalized this assessment using direct student work products that were pulled from courses that were identified by professors as meeting PLO3.

AY 2020-2021
- developed the PLO4 rubric and tested the rubric using work products uploaded by students to the Learning Assessment & Skills Translation Assignment from COMS 496
- once the PLO4 rubric was developed and tested, we finalized this assessment using direct student work products that were pulled from courses that were identified by professors as meeting PLO4.
- as of 2020-2021 rubrics were developed for each of our COMS PLOs (1-5).

AY 2021 – 2022 – *APR year*
- missing PLO1 rubric was found/developed
- collected work products to assess PLO 1
- rated PLO1 work products from 31 randomly selected students in COMS 202, 203, 204, 253, and 254

AY 2022 – 2023
- assessed PLO1 with PLO1 rubric and data from 4 courses: COMS 335 - Social Movements and Rhetoric; COMS 344 - Environmental Communication; COMS 352 - Health Communication; COMS 368 - Communication & Aging

(Forthcoming) AY 2023 – 2024
- we will determine which PLO 4 is correct (discrepancy found during 2022-2023 assessment cycle)
- we will update all rubrics so they use the same scale 0-5 or 1-5 (discrepancy found during 2022-2023 assessment cycle)
- we will look over the rubric for PLO3, as two options are provided (discrepancy found during 2022-2023 assessment cycle)

- will assess PLO5 with PLO5 rubric and data from 4 courses: COMS 335 - Social Movements and Rhetoric; COMS 344 - Environmental Communication; COMS 352 - Health Communication; COMS 368 - Communication & Aging

7. **Assessment Methodology for academic year 2022-2023.**

   A) Random numbers were generated (8, 15, 6, 9, 14) to identify 5 unique and direct student work samples from 4 different courses (20 direct student work samples in total) to assess COMS PLO1 (PLO1: Students will articulate and define major theories and concepts used in the study of communication.)

   - COMS 335 - Social Movements and Rhetoric (name change in process) – direct student work samples from students 8, 15, 6, 9, and 14

   - COMS 344 - Environmental Communication – direct student work samples from students 8, 15, 6, 9, and 14

   - COMS 352 - Health Communication – direct student work samples from students 8, 15, 6, 9, and 14

   - COMS 368 - Communication & Aging – direct student work samples from students 8, 15, 6, 9, and 14

   B) Convenience sampling was used to determine which courses and coursework to assess. Specifically, we asked COMS Assessment committee members to look for assignments / test questions / papers from recently taught sections of their courses to assess PLO1. In the end, 20 direct student examples from 4 courses that had been identified as meeting this PLO at the mastery or developing level were assessed.

   C) Exemplars from 20 students (over 15% of COMS majors) were analyzed. Note: As of census date, Fall 2023, there were 128 COMS Studies Majors.

   DESCRIPTIONS OF WORK PRODUCTS/ASSIGNMENT DESCRIPTIONS/ESSAY QUESTIONS:

   COMS 335 - Social Movements and Rhetoric (name change in process)
   - Students did a semester-long project where they investigated how a particular social movement employed techniques of persuasion to create social change. In the analysis of the technique section, students identified a particular technique of persuasion and demonstrated how it created a demand for change. In the final section of the paper, students explained how one of the concepts in class relates to their specific social movement. The "communication concept" appears in two places: first, in the identification of the technique of persuasion itself and, second, in the identification of a relevant concept in the final section.

COMS 344 - Environmental Communication
- Students wrote a Textual Critique essay where they analyze a text or set of texts (related to environmental communication). The prompt asked them to use a concept from class, or another theory, to inform the close reading of their text.

COMS 352 - Health Communication

- Students wrote a final paper where they wrote a brief review of the literature, proposed a hypothesis, collected and analyzed data, and developed a conclusion.

COMS 368 - Communication & Aging

- Two short answer exam questions were used for assessment:
  Exam 2, essay question: In class, I explained how I am using your "discussion assignment" to test *intergroup contact theory*. (a) What is this theory again and (b) how is this assignment testing the theory? (Be certain you are writing enough to earn all 6 points)

  Exam 3 Essay question: Throughout this section of class, we discussed many theories/models related to ageing (e.g., Social Identity Theory, Communication Accommodation Theory, Communication Predicament of Aging Model, Intergroup Contact Model, Peripheral Imagery Theory, Uses & Gratifications Theory, Cultivation Theory). Pick one of these theories/models: (a) list the theory/model, (b) explain the theory/model, and (c) describe why this theory/model is important to the study of ageing. Be specific and provide enough information to earn all 6 points.

D) To assess these direct student work samples, we used the PLO1 assessment rubric that was created by our committee in a previous semester (see below).

PLO 1. **Students will articulate and define major theories and concepts used in the study of communication.**

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	**Does 1 out of 3:** **Identifies** (lists) a major theory or concept used in the study of communication. (*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)	**Does 1 out of the 3 well and attempts to do 2 of the 3 but doesn't quite succeed.** **OR** **Attempts all 3 but done poorly.**	**Does 2 out of 3:** **Identifies** (lists) a major theory or concept used in the study of communication. (*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)	**Does 2 out of the 3 well and the 3rd is attempted but doesn't quite succeed.**	**Does all 3:** **Identifies** (lists) a major theory or concept used in the study of communication. (*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)

    E) No revisions to the rubric were made.

F) Each assessment item was analyzed by the COMS 2023/2024 Assessment Sub-Committee (all of whom are full-time faculty members).
- Dr. Allison Thorson, Chair Department of Communication Studies, Department of Communication Studies Professor, Assessment Committee Chair
- Dr. Sarah Burgess, Department of Communication Studies Associate Professor, Assessment Committee Member
- Dr. Marilyn DeLaure, Department of Communication Studies Professor, Assessment Committee Member
- Dr. Bryan Whaley, Department of Communication Studies Professor, Assessment Committee Member

8. Assessment Results for academic year 2022-2023.

Paper/Assignment PLO 1	Dr. Burgess	Dr. DeLaure	Dr. Whaley	Dr. Thorson	Mode	Expectation (per Cur. Map)
COMS 335 – 8	4		2	4	4	3
COMS 335 – 15	5		3	4	4	3
COMS 335 – 6	4	5		4	4	3
COMS 335 – 9	2	4.5 / 5		5	5	3
COMS 335 – 14	4	5	3		4	3
COMS 344 – 8	4	4.5 / 5	3		4	3
COMS 344 – 15	4	4	3		4	3
COMS 344 – 6		5	3	5	5	3
COMS 344 – 9		4.5 / 5	3	5	5	3
COMS 344 – 14		3	3	3	3	3
COMS 352 – 8		3.5 / 4	5	4	4	5
COMS 352 – 15	4	4	5		4	5
COMS 352 – 6	3	5	5		5	5
COMS 352 – 9	4		5	4	4	5
COMS 352 – 14	4		5	5	5	5
COMS 368 – 8	5	4.5 / 5		5	5	5
COMS 368 – 15	5		2	5	5	5
COMS 368 – 6	4	4.5 / 5		5	5	5
COMS 368 – 9		4.5 / 5	3	5	5	5
COMS 368 – 14	4	5		5	5	5

KEY:
Dark green, exceeded expectations = 50%
Light green, met expectations = 35%
Red, just below expectations = 15%

a. **how well students mastered the outcome at the level they were intended to,**

Using the mode for each rating, assessment of student work (direct data) found that student work **met or exceeded the expectations** PLO1 was intended to meet 85% of the time. Only 15% of the time did student work not meet the expectations PLO1 was intended to meet

b. **any trends noticed over the past few assessment cycles, and**

Based on our assessment, COMS majors students are able to "articulate and define major theories and concepts used in the study of communication." (PLO1). This is consistent with what we found in our previous reports.

c. **the levels at which students mastered the outcome based on the rubric used.**

Results (COMS major):

	Percentage of Students
Met or Exceeded outcome at the level intended	85%
- *Exceeded outcome at the level intended*	*50%*
- *Met outcome at the level intended*	*35%*
Did not meet outcome at the level intended	15%

9. **How results were shared with faculty and how your department/program responded to the results. This is where you should lay out any plans for future improvement or assessment of your program indicated by the results**

These findings were shared with the full COMS faculty and assessment committee.

These findings indicate that the selected upper-division courses should be retained as upper-division course options for the COMS major. This assessment serves as evidence that the courses we are offering/requiring students to take are (mostly) meeting our PLOs expectations and providing students a solid understanding of the communication discipline.

It was noted that 15% of direct student work samples did not meet the expectations we intended them to meet. Although this could mean that students are not learning what we anticipated, this result may also be due to a number of other factors: (a) the random work sample selection process (e.g., the student

samples selected might not be from individuals who successfully completed the course or passed this particular assignment), (b) the particular work sample chosen (e.g., there may be other assignments that highlight student's learning of PLO1 in a more meaningful way), or (c) the expectation set forth for students to meet PLO 1 may have initially been set too high (e.g., expectations for meeting PLO1 were determined before a rubric was developed).

Some discrepancies were found during this assessment cycle that must be addressed before moving forward:
   o   We must determine which PLO 4 is correct
   o   We must update all rubrics so they use the same scale 0-5 or 1-5
   o   We must look over the rubric for PLO3, as two options are provided
   o   Some courses that we have on our curriculum map for years are not listed on our website/ in the course catalog / on students' degree evaluation (as generated by Curriculog): COMS 362, COMS 366, COMS 375. We will explore this and re-upload these courses into the Curriculog system if needed.

Still, now that the Department of Communication Studies has a rubric developed for each PLO, we intend to look at our curriculum map to assess if changes to the expectations we have outlined for each course should be made (i.e., Introductory, Developing, or Mastery). Reevaluating these expectations, as they relate to our expectations, is an important part of reflecting on our yearly assessment.

In order to further assess the major, data from additional courses that have not yet been assessed should be evaluated to ensure that the content taught across the COMS major meets our expectations.

We will continue to collect data from these and other courses to show evidence of PLO1 being met. The committee will also spend the next year collecting direct data from COMS 335, COMS 344, COMS 352, and COMS 368 to assess them according to PLO5.

10. **Discussion of any significant feedback from your previous year's report and how your program responded to that feedback**

Last year our focus was on the COMS Department Academic Program Review. There was no feedback in our last review that suggested changing our assessment approach.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

A. COMS Curriculum Map

Course	Course Learning Outcomes	1. Students will articulate and define major theories and concepts used in the study of communication.	2. Students will design a research project that engages scholarly literature to address significant and appropriate questions/issues.	3. Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and test hypotheses	4. Students will identify and assess the social context for their messages and craft effective messages for specific audiences.	5. Students will be able to identify how communication produces, reinforces, and critiques social inequalities and power relations.
COMS	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
202 Rhetoric & the Public Sphere	To become more conscious of the complexities of language as symbolic action. To understand rhetoric as both a pragmatic tool for achieving the needs of particular communities and a key force shaping those very communities. To become skilled at using rhetorical theories and concepts to interpret, analyze, and explain contemporary problems in the public sphere. To become more critical, reflexive, and savvy consumers of all kinds of public discourse. To become familiar with foundational texts and issues, thus preparing students for subsequent studies in rhetoric and communication. To apply the	I			I	I

	knowledge and skills gleaned through reading, writing, and discussion to situations beyond the classroom.					
203 Communication & Everyday Life	Analyze the taken for granted nature of everyday communication and discuss how theories of communication allow us to understand everyday life. Analyze communication as a situated practice in everyday interactions. Discuss the role of communication and perception in the creation of self; how communication changes over time in relationships; and how conflict is managed in everyday interactions. Demonstrate knowledge of the different modalities of communication used in everyday interactions, including verbal and nonverbal codes. Analyze the complexities of beginning, building, and ending relationships, including friendships, romantic relationships, and family relationships.	I	I			
204 Communication & Culture	Indicate an awareness of and sensitivity to cultural/linguistic diversity. Define and apply knowledge of culture and communication theories and methods. Analyze contemporary socio-cultural problems.	I		I		D

	Demonstrate and communicate social responsibility. And, hopefully, become an agent for social change.				
252 Critical & Rhetorical Methods	Perform close critical readings of rhetorical texts; Articulate the relationship between text and context; Define key theoretical concepts used for rhetorical criticism; Apply those concepts to critically analyze rhetorical discourse; Write cogent and elegant essays incorporating properly cited research	D	I	D	D
253 Quantitative Research Methods	1. Understand the philosophical assumptions that inform the observation and measurement of communication processes and behavior. 2. Explain the rationale for selecting social scientific methods to study communication, the questions that can, and cannot be answered using these methods, and the strengths and weaknesses of these methods. 3. Understand major theories, research questions/hypotheses, and variables that are important to the social scientific study of communication processes and behavior. 4. Understand the processes and techniques by which researchers move in a planned, systematic process from the conceptual to the operational level in the study of communication behavior. 5. Know experimental research methodology used to investigate communication	I	D	D	

	behavior. 6. Understand ways to analyze quantitative (numerical) data gathering using observation and measurement methods.				
254 Qualitative Research Methods	1. Understand and analyze scholarly qualitative research 2. Articulate the difference between post-positivist, interpretivist, and critical research. 3. Demonstrate knowledge of rationales for selecting qualitative research methods to study communication, the types of questions that can be answered using these methods, and the strengths and limitations of these methods 4. Explain ethical implications at each stage of research 5. Apply the concepts above to specific communication issues and questions 6. Perform qualitative research methods presented in class at an introductory level 7. Plan and execute an investigation of a communication question choosing the appropriate research method to use based on at least one of the methods introduced in class demonstrating a greater knowledge of that method. 8. Write an APA style final report.	I	M	M	D	

300 Relational Communication	1. Discuss the importance of relational messages and how the dimensions of communication change over the course of close relationships 2. Recognize the influence of context on close relationships 3. Analyze the development and deterioration of friendships and romantic relationships from a variety of relationship models 4. Discuss the importance of perceptions, rituals, and narratives in close relationships 5. Analyze the role of conflict in the development, maintenance, and dissolution of close relationships 6. Discuss the unique challenges of specific relationship types, such as long distance relationships, online relationships, and post-dissolutional relationships 7. Apply your knowledge of communication and relationships to your own personal relationships and to the relationships of others.	M	M	M	
302 Dark Side IP/Family Comm	1. demonstrate an understanding of the "dark side" metaphor and its relationship and importance to interpersonal and family communication research, theory, and practice 2. demonstrate an ability to critique current interpersonal and family communication theories and research, as well as apply them to a holistic understanding of the dark and bright sides of interaction 3. demonstrate an understanding of	M	M	D	

	the complexities associated with dark side topics including secrets, deception, and relational violence, 4. demonstrate an understanding of both negative and positive aspects of communication behaviors that are typically thought of as "dark" 5. identify and refute popular myths regarding dark side topics 6. apply theories of the dark side of interpersonal communication to practical interpersonal situations					
306 Family Communication	1. Discuss the changing definitions of family and recognize the social and cultural contexts in which families operate 2. Analyze family communication according to various theoretical perspectives, including systems theory and relational dialectics 3. Demonstrate knowledge of the importance of communication patterns and rituals in family systems 4. Assess how family forms, conflict, and stress have implications for family communication 5. Recognize communication as a process that both affects and reflects family relationships 6. Evaluate the communication patterns in your own families of origin	M	M	M		

314 Intercultural Communication	1. Acquire awareness of cultural/linguistic diversity. We will examine and discuss the communicative issues of cultural diversity throughout the semester. Required readings on the communicative patterns of different cultures will provide you a full exposure to the communicative factors that create diversity. 2. Acquire knowledge of culture and communication theories and methods. During the first weeks of class, you will learn about theories of communication and sociocultural anthropology; then we will focus on acquiring a basic understanding of language in context. In parallel, you will learn how to conduct an ethnographic project, and we will apply this method to analyze an instance of intercultural communication. 3. Apply this knowledge to contemporary social problems. This course makes you reflect on the communicative problems arising from the encounter of people who do not share the same cultural expectations. In particular, since this course explores the role communication plays in restricting access to resources, you will become aware of communicative forms of social inequalities and marginalization. 4. Understand and communication social responsibility. In this course we will explore the importance of ethical	M	M			M

	and social issues for intercultural communicators. You will be able to evaluate intercultural issues as they arise in public debates, and to discuss the relevance of these issues with other in society. 5. Hopefully, become an agent for social change. Finally, this course seeks to become an open forum for discussion of the role communication studies students have in a critical evaluation of our world and in producing a model for change. You will be encouraged to acquire the communicative skills necessary for establishing and developing relationships with people culturally different from you.					
315 Asian American Culture & Comm	Articulate current definitions and controversies over Asian American identity. Some issues include the difference between Asian and Asian American and the use of Asian American (or other similar terms) as an umbrella term. - Define what it means to say that Asian American is a socially constructed category. Articulate how identities are constructed in a convergence of different experiential categories such as race, ethnicity, class, and gender. - Demonstrate knowledge of the research and major theories relevant to the study of specific	D		M	D	D

	cultural ways of speaking associated with particular Asian Americans and the non-communicative effects of those ways of speaking. - Apply knowledge of Asian American Communication research to contemporary and local situations.					
320 PR Principles & Practices	Critically reflect upon the roles and functions of public relations in today's society, its historical evolution, current trends, and future directions. Identify and explain concepts and theories used in the public relations profession. Articulate central ethical and legal codes that guide the public relations profession. Understand and apply the strategic planning process of public relations to achieve organizational goals and objectives. Analyze and critically appraise public relations campaigns using principles and theories covered in class. Identify and describe components of public relations writing. Work effectively in a small group to meet objectives and goals.	I			I	

322 PR Law & Ethics	1.) gain a basic understanding of the U.S. legal system; 2.) gain a working knowledge of laws that deal with the gathering and dissemination of information through mass media including Copyright Law, Trademark Law, Privacy Laws, Defamation Law as well as knowledge regarding First Amendment Law and Commercial Speech; 3.) experience working within a small group of peers to research and analyze legal, organizational and ethical information in order to create presentations and practical organizational materials that deal with how an organization communicates and guides behavior of its employees to reach its target audiences in the commercial marketplace; 4.) be able to identify ethical standards in the profession of public relations and be more familiar with possible ethical situations that could and do arise; 5.) enhance your presentational skills through class assignments and group presentations.	D			D	
323 Public Relations Writing	Accurately employ AP style in writing; Apply proof-reading and editing skills to create grammatically sound, error-free prose; Write coherent, concise, and persuasive texts in the following genres: press releases, magazines articles, print news articles, professional email, and				D	

	social media; Master public relations writing skills including storytelling, message structure, and framing					
324 PR & Advertising Research	Demonstrate an understanding of qualitative and quantitative research methods used in public relations and advertising practices. Apply appropriate research methods to produce relevant results given the specific industry research questions and contexts. Develop research instruments and collect data following ethical procedures. Analyze and interpret qualitative and quantitative research data. Apply research findings to address real-world industry issues and problems in public relations and advertising practices. Effectively communicate research results to the intended audience. Work effectively in a small group to meet goals and objectives.			D		
325 Social media strategies	Demonstrate understanding of ethical and legal issues related to social media use; Establish and manage online personal and professional reputations, as well as relationships between an organization and its various stakeholders. Demonstrate the ability to provide analytical insights from social media metrics. Provide insights on and demonstrate experience with current and emerging social media tools and			D	D	

	platforms. Reflect upon the roles social media play in organizations and society. Demonstrate the ability to develop systematic, evidence-based social media campaigns. Work effectively in a small group to meet goals and objectives.					
326 PR Campaigns	Apply the essential principles of public relations into campaign development, including research, strategic planning, implementation, evaluation, and stewardship. Understand and apply appropriate applied research to inform campaign's strategic planning. Identify and develop goals and objectives for a real-world public relations campaign. Develop a public relations campaign plan that builds upon research evidence, as well as knowledge of public relations principles and theories. Demonstrate competence in public relations and strategic communication writing in the development of campaign materials during implementation. Demonstrate ability to communicate with and provide valuable service for an actual community partner client on public relations and strategic communication. Work effectively in a simulated "mini public relations agency" team setting			D	D	

335 Social Movements and Rhetoric	- Explain key rhetorical concepts and show how they relate to social movements - Identify and analyze how messages are crafted for particular audiences - Evaluate the ethical implications of various rhetorical strategies used in social movements - Apply and extend what is learned in the classroom by working with a community partner -Critically analyze social movement rhetoric in action— drawing both on academic research and on field experience working with a community partner - Articulate the relationship between scholarly knowledge and community action - Assess your role as an activist working for social justice	D				M
336 Law, Justice, and Culture	1. Demonstrate an understanding of what it means to read the law from a rhetorical perspective rather than a legal, sociological, historical or philosophical perspective 2. Critically read a law case by paying attention to what the law says, how it says it, and to whom it relays its message 3. Demonstrate an understanding of how various thinkers in the rhetorical tradition define the relationship between rhetoric and legal practices 4. Apply rhetorical, legal, and political theory to specific legal practices or cases	D				M

337 Rhet of Sex, Gender, & Sexuality	1. Demonstrate an understanding of how sex, gender, and sexuality are socially constructed, linguistic categories of experience. 2. Examine everyday objects and discourses to discern their implications for how we understand, constitute, and critique sex, gender, and sexuality. 3. Explain how a rhetorical viewpoint can help us understand social issues surrounding sex, gender, and sexuality. 4. Perform a critical analysis of a discourse using theory from Gender and Sexualities Studies.	D				M
344 Environmental Communication	1. Identify ways in which public discourses socially construct relationships between nature and humans; 2. Demonstrate understanding of critical and cultural approaches to environmental communication; 3. Identify and implement communication skills relevant to disseminating environmental information in organizational, political, and/or educational contexts; 4. Critical evaluate environmental advocacy, deliberation, and public relations messages; 5. Apply environmental communication concepts and skills to real-world contexts.	D		D		D

350 Nonverbal Communication	This is an introductory course in nonverbal communication. Throughout this course we will focus on the question: What is the nature and role of nonverbal communication in our everyday interactions? To answer this question, you will engage with a variety of materials designed to enhance both your analytic and experiential knowledge about nonverbal communication. Analytic knowledge stems from your understanding of theoretical and empirical readings. Experiential knowledge will require you to apply what you have learned to your own communication experiences, observational activities, and a research project. Course concepts will be mastered through readings, class discussions, lectures, assignments, and application of concepts through activities.	M	M	M		
352 Health Communication	Demonstrate a broad understanding of the variety of current health communication scholarship through class discussions and exams; Develop skills to assess and create public health campaigns via participation in the beginning stages of the creation of an actual health campaign aimed at a college population; Create an original research project starting with a literature review that leads to the development of research questions and collection/analysis of data	M	M	M		D

	through semi-structured interviews. This written paper will examine lay health beliefs; Examine how communication in health contexts can work for social justice and change and develop your own recommendations for how communication can reduce health disparities.					
356 Organizational Communication	This course is designed to help show the complexities of the nonverbal communication system. We will examine the types of cues that are included as part of nonverbal communication and explore the nature of these cues. We will also concentrate on the ways in which nonverbal cues enable communicators to fulfill a range of functions in our interactions with others. These include our attempts to understand others and express our own identities, create and define our relationships, deceive others or detect deception, and the use of nonverbal cues to coordinate our conversations in a variety of contexts.	M				M
358 Persuasion & Social Influence	1. Demonstrate a foundational understanding of the theory and principles of persuasion and social influence addressed. 2. Articulate the major and most frequently used scales and methods employed in persuasion research. 3. Perform the investigation process of an empirically-based persuasion study. 4. Publicly	D	I	I		

	present persuasion and social influence theory and principles.					
360 Language & Social Interaction	Investigate the many components of the study of language and discourse; Examine different methodologies used in the study of language and social interaction including discourse analysis, conversation analysis and ethnography of communication; Make connections between theory, research and everyday experiences in an effort to become more critically aware of the everyday world around us; Access and understand how to read primary documents; Conduct original research through data collection, analysis and writing.	M	M			
362 Communication & Education	This course is designed to highlight how communication plays a role in a variety of educational contexts. Whether you are interested in education from a student's perspective, trainer's perspective, or teacher's perspective, the course offers insights into the sociopolitical development of our education system(s), various philosophical approaches to the art and labor of education, as well as lenses through which to understand diversity, learning styles, and educational participation. In this course, I encourage you to	M			D	M

	consider education as a democratic practice and reflect upon what that means for you as a student and as a potential educator. I will push you to think of educational spaces as those in which communication is a tool for the co-creation of meaning. This class will help you apply a variety of communication strategies to your specific educational interests and needs.				
364 Comm for Justice & Soc Change	(1) Understand and describe the role of communication in judicial and political settings around the world. (2) Assess the interdisciplinary literature on law, human rights, and conflict management which emphasizes methods and theories in communication studies. (3) Analyze communicative practices in institutional settings, focusing on the nature and sources of social inequality, repression, victimization, and human and civic rights violations. (4) Employ social science knowledge to explore questions of political, economic, social, cultural, and environmental justice, with an appreciation and respect for human diversity. (6) Articulate a critical perspective for evaluating the administration of social justice, including its political and economic foundations. (7) Use tools of legal analysis and argumentation to address judicial and human rights controversies,	M		D	M

	such as the response to terrorism, female genital mutilation, humanitarian intervention, and the impact of U.S. foreign policy around the world. (8) Understand and promote social responsibility. (9) Communicate social science knowledge by learning how to evaluate research findings, policy decisions, and the structural communicative characteristics of the regulation of justice and the global structures in which it operates					
365 Geographies of Communication	1) Students will develop a basic understanding of how communication affects one's physical environment. 2) Students will acquire knowledge of geography of communication theories and methods. Students will be exposed to theoretical materials ranging from communicative network analysis to contemporary debates over deterritorialization and surveillance. 3) Students will apply this knowledge to contemporary social problems. This course seeks to make student reflect on the role communicative environments play in the construction of social inequality. In particular, the class will explore the role communication plays in restricting access to resources, such as the digital divide.	M	M	M	M	M

366 Ethnography of Communication	Identify basic theories of ethnographic research and its impact on methodology. (And learn why that comic --> is both funny and problematic) - Design an ethnographic research project: participate and observe in a particular organization in order to study culture through communication. - Engage in participant fieldwork that is meaningful to the organization and the community being served by that organization. - Analyze and interpret the communicative phenomena used to run, develop, and maintain the organization. - Write an interpretive ethnography in which you present observed patterns of communication. - Present these insights back to community partners as a demonstration of feminist ethnographic work. - Use the service-learning experience as a site to illustrate ethnographic issues such as interpretation, reflexivity, power and presentation. These will be processed through field notes, interviews, memo-writing/reflection and presented in two different types of ethnographies: interpretive and either critical or experimental. - Practice and reflect on the communicative skills necessary for establishing and developing relationships with people from this organization and for working	D		M		D

	together with them to improve the world.					
368 Communication & Aging	Communication and Aging examines the construction of what it means to age, the communication processes inherent in this phenomenon, the impact of aging on human relationship / communication, and communication in contexts involving and impacting older adults. By the end of the semester, students should exit the course with a familiarity with the central theories of aging and approaches to studying intergenerational communication, knowledge of societal attitudes about age groups and intergenerational communication, an enhanced understanding of cultural variations in aging and attitudes toward intergenerational communication, recognition of the role of media and technology in intergenerational	M		D		D

	relations, an increased appreciation of health and health care issues, and an awareness of your own attitudes and/or biases relevant to the context of communication and aging.					
369 Comm and Health Disparities	Articulate the socio-cultural determinants of health and current research findings on the relationship of these determinants of health and health disparities. Analyze health disparities from post-positivist, interpretive, and critical perspectives and be able to state the different approaches, goals, and methods Synthesize research and the CEL-experience/knowledge in papers regarding using communication to improve a health disparity. Conduct community-based participatory work that leads to the creation and assessment of a mini-public health campaign (or other project) that promotes health.	M			D	D
372 Comm, Disability & Soc Just	a. Demonstrate an understanding of disability as a social construct, b. Articulate the nature of the attitudes and prejudices toward persons with disabilities, c. Express theoretical and research knowledge concerning the factors contributing to the (in)effectiveness of interactive strategies for	D	I	I	I	I

	interacting with persons with disabilities, d. Apply theory and research of communication, and social justice, in addressing disability and social inequity. e. Articulate what you learned or gleaned from the service learning "text" through the interaction with persons with disabilities experience, and its relationship between classroom text content (research/theory).					
International Conflict and Alliance Building 375	1) analyze and apply theories about intercultural and international conflicts, 2) create your own working definitions about key concepts/processes in intercultural conflict, 3) articulate an understanding of how intercultural conflicts arise, how they continue and change, and what might transform the frequency or intensity of existing conflicts, 4) apply what you learn to case studies of international/cultural conflicts	M	D			M
Directed Study 398	Depends on the Project					
Special Topics 490	Depends on the Project					
Internship 496	- Draft, edit, and finalize a resume, cover letter, and LinkedIn profile geared toward a particular career path. - Find and apply for internships/jobs using online databases. - Conduct a mock interview and receive feedback. -				M	

	Research career paths and a specific job via multiple sources and produce written reports of your findings. - Reflect on the process of job searching, self-presentation, and the application of your education and present your reflections. - Complete 120 hours of internship work.				

B. COMS PLO Rubrics

PLO 1: Students will articulate and define major theories and concepts used in the study of communication.

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	**Does 1 out of 3:** **Identifies** (lists) a major theory or concept used in the study of communication.	**Does 1 out of the 3 well and attempts to do 2 of the 3 but doesn't quite succeed.**	**Does 2 out of 3:** **Identifies** (lists) a major theory or concept used in the study of communication.	**Does 2 out of the 3 well and the 3rd is attempted but doesn't quite succeed.**	**Does all 3:** **Identifies** (lists) a major theory or concept used in the study of communication.

(*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)	**OR** **Attempts all 3 but done poorly.**	(*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)		(*What?*) **AND** **Explains** (defines) a major theory or concept used in the study of communication. (*How & Why?*) **AND** **Applies** a major theory or concept used in the study of communication to a specific task - either using it as a guide to answer a RQ/H or putting it into practice. (*What now?*)

PLO2: Students will design a research project that engages scholarly literature to address significant and appropriate questions/issues.

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery

None or un-clear	summarizes literature and does not offer a significant/ appropriate question/ hypothesis about communication	summarizes literature but does offer a significant/ appropriate question/ hypothesis about comm-unication.	synthesizes literature but does not offer a significant /appropriate question/ hypothesis about comm-unication OR summarizes and identifies gaps/makes critiques AND offers significant/ appropriate question/ hypothesis	Synthesizes literature and either identifies gaps/makes critiques, or offers significant/ appropriate question/ hypothesis OR Inconsistent or not fully synthesized, identifies gaps/makes critiques and offers significant/ appropriate question/ hypothesis	Does all 3: synthesizes literature, identifies existing gaps/makes critiques, which leads to a significant /appropriate question/ hypothesis about comm-unication

PLO3: Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and/or test hypotheses.

1 Insufficient	2 Introductory	3 Developing	4 Mastery	5 Exceptional
Students do not do these things or do so incorrectly or	Students do one or the other:	Students do both:	Students do all three:	Students do all three *with exceptional skill*:

with excessive errors.	Selecting Text(s)/ Collecting Data OR Analyzing Text(s)/Data	Selecting Text(s)/ Collecting Data AND Analyzing Texts/Data	Selecting Text(s)/ Collecting Data AND Analyzing Texts/Data AND Offering Research Insight	Selecting Text(s)/ Collecting Data AND Analyzing Texts/Data AND Offering Research Insight

*Rather than writing out all of the possible combinations, I am wondering if we could use this as the general rubric, with the additional note that if there are excessive errors, then the rating should be downgraded by one (e.g., if a student selects and analyzes text/data and collects and analyzes those text/data (usually a 3), but the analysis is incorrect, unskilled, or otherwise inadequate, it would be rated a 2).

1 Insufficient	2 Introductory	3 Developing	4 Mastery	5 Exceptional
Students do not do these things or do so incorrectly or with excessive errors.	Students select a text / collect data OR	Students do 2 out of the following 3: --select texts / collect data -- analyze texts / data	Students select texts / collect data AND analyze texts / data AND offer	Students select texts / collect data AND analyze texts / data AND offer research insight *with exceptional skill*.

Analyze text / data	--articulate research insight (testing hypothesis, answering RQs, offering critical insights)	research insight	

PLO4. Students will craft effective messages by identifying and addressing social context(s)/specific audiences.

OR

PLO 4: Students will identify and assess the social context for their messages and craft effective messages for specific audiences.

1 Insufficient	2 Introductory	3 Developing	4 Mastery	5 Exceptional
Students do not do these things or do so incorrectly or with excessive errors.	Students do the following: Identify social context for their messages (but do not assess the social context for their messages)	Students do both: Identify social context for their messages AND Assess social context for their messages	Students do the following with some nuance: Identify social context for their messages AND	Students the following *with exceptional skill*: Identify social context for their messages AND Assess social context for their messages

				Assess social context for their messages AND Craft effective messages for specific audiences	AND Craft effective messages for specific audiences

PLO 5: Students will be able to identify how communication produces, reinforces, and critiques social inequalities and power relations.

Blank - N/A	1 Introductory	2	3 Developing	4	5 Mastery
None or unclear	**Does 1 out of 3:** **Identifies** a specific social inequality or power relation(s). (***What?***) **OR** **Explain the context** of how these social inequalities or power relations manifest. (***How & Why?***) **OR** **Offers solutions/**	**Does 1 out of the 3 well and attempts to do 2 of the 3 but doesn't quite succeed.** **OR** **Attempts all 3 but done poorly.**	**Does 2 out of 3:** **Identifies** a specific social inequality or power relation(s). (***What?***) **AND / OR** **Explain the context** of how these social inequalities or power relations manifest. (***How & Why?***) **AND / OR** **Offers solutions/**	**Does 2 out of the 3 well and the 3rd is attempted but doesn't quite succeed.**	**Does all 3:** **Identifies** a specific social inequality or power relation(s). (***What?***) **AND** **Explain the context** of how these social inequalities or power relations manifest. (***How & Why?***) **AND** **Offers solutions/**

	alternatives or critiques of social inequalities and power relations. (*What now?*)		**alternatives or critiques** of social inequalities and power relations. (*What now?*)		**alternatives or critiques** of social inequalities and power relations. (*What now?*)