

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Communication Studies

Type of Program *

Major



College of Arts and Sciences Division *

Social Sciences



Name/Title/E-mail Address of Submitter *

Eve-Anne Doohan, Chair, Communication Studies, edoohan@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

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.

Program Learning Outcomes (PLOs)



Please type and/or copy-and-paste directly into the space below:

*

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.
-

Curriculum Maps



Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *



Please upload your PLOs to ILOs Curriculum map here *

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

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

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:

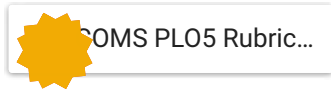
Brief description of student work products used to assess PLOs: *

We have a two part process for assessment. The first involves work products identified by students that we use to develop and test our rubric. As part of our COMS 496: Communication Studies Internship course, students complete a "Learning Assessment and Skills Translation Assignment" where they explain what each of our PLOs mean to them and upload (through a Qualtrics survey) a work product from a class that they think demonstrates how they meet each PLO. We find that this is a great way to get students aware of the learning outcomes for our major and have them reflect on the coursework they have completed. They also then work on translating the material into skills that they could talk about on a resume or in a job interview. For the first part of the assessment of each PLO, we use the materials that students have uploaded. For the second part of the assessment of each PLO, we randomly select 10% of students in each class that professors have identified as meeting a specific PLO (for this past year, PLO 5). Professors then pull the work products of the randomly selected students that they think are the best ways to assess the PLO for that particular class. Our PA then redacts any identifying information. The COMS Assessment Committee is now going to train each professor who teaches a class that meets PLO 5 on the rubric. The work products that have been collected will then be assessed for a second round of assessment. This will allow us to use the work products that professors think best meet each PLO and to have the complete work products (e.g., a complete paper), as sometimes students only upload part of a paper. We feel as though this two part process of assessment is the best way to fully assess how each of our classes meets the PLOs that they have been identified as meeting.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

The COMS Assessment Committee developed a rubric that allows us to assess introducing, developing, and mastering.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").



Who evaluated the student work product? Check all that apply. *

- FT faculty members who were not instructor(s) of the course(s)
- FT faculty members who were instructor(s) of the course(s)
- PT faculty members who were not instructor(s) of the course(s)
- PT faculty members who were instructor(s) of the course(s)
- Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

The COMS Assessment Committee rated sample work products together and created a codebook of exemplars. We then independently rated another sample of work products. Each of these were triple coded three people. We then computed Chronbach's alpha to check our interrater reliability. We were reliable with an alpha level of .84.

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

.....

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

From the first part of our assessment process (of student submitted work products) we had 3 students not meet the PLO, 9 meet it at an Introductory level, 6 meet it at a Developing level, and 3 meet it at a Mastery level. We did not go back to see what classes each work product came from (although we do have this information) to see what level (Introductory, Developing, or Mastery) the class was supposed to meet. We feel good, however, that students are meeting the PLO. Our next phase is to assess the professor-identified work products, rate those, and then identify which levels each course is supposed to be meeting. This will happen in January 2018, at which point we will have completed our assessment of PLO 5.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

So far we have found that the majority of students (86%) are meeting the PLO at some level (43% at Introductory, 28% at Developing, and 14% at Mastery), which we see as good news. Importantly, many of these students were not intended to meet the PLO at a Mastery level, so upon completion of the second phase of PLO 5 assessment, we will be able to state how successfully each class is meeting the intended level.

Closing the Loop



"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Description of the Proposed Changes (as checked above): *

The COMS Assessment Committee from 2016-2017 (made up of Allison Thorson, Eve-Anne Doohan, Evelyn Ho, and Brandi Lawless) spent a lot of time carefully developing and testing the rubric to assess PLO 5. The rubric we developed seems to be working well because it allows us to assess student work products to see how they are meeting the PLO at the Introductory, Developing, and Mastery levels. As mentioned previously, the next phase is to train all faculty who teach a PLO 5 class how to use the rubric and then to apply it to the already collected student work products. At this point, we will check our curriculum map to see what level each course is identified as meeting and then we can see how successful each class is in achieving the stated level. We did not do that with this first round because we deemed the work products to not be ideal (as some students only submitted a short excerpt from a paper).

Our 2017-2018 COMS Assessment Committee (made up of Eve-Anne Doohan, Evelyn Ho, Brandi Lawless, and Marco Jacquemet) have developed and are currently testing a rubric to assess PLO 2. This semester (and next) work products will be pulled from courses identified as meeting PLO 2 and we will be following the same procedure for this PLO as has been explained above for PLO 5. We believe this two part process allows us to include both students and faculty members. It also allows us to develop and practice with our rubrics on work products that have already been collected. We are pleased with our progress and the initial results we have obtained. We also see a benefit in our process in that all faculty members are involved in the assessment process (the membership on the COMS Assessment Committee rotates and each faculty member serves for 2 years, with the exception of department chairs who serve longer; all faculty who teach courses designed to meet a specific PLO are then involved in identifying and pulling student work products and rating work products). By the end of this academic year, we will have completed PLO 5 assessment (both phases) and have a rubric, work products, and become reliable on the rubric for PLO 2.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

Google Forms

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	3. Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and test	4. Students will identify and assess the social context for their messages and craft effective messages for	5. Students will be able to identify how communication produces, reinforces, and critiques social inequalities and
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202	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 knowledge and skills gleaned through reading, writing, and discussion to situations beyond the classroom.	I			I	I
203	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	I	I			
204	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. Demonstrate and communicate social responsibility. And, hopefully, become an agent for social change.	I		I		D
252	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	D	D	M	
253	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 behavior. 6. Understand ways to analyze	I	D	D		
254	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	
Interpersonal 300	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	M	M	M		
Dark Side 302	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 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	M	M	D		
Family 306	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	M	M	M		

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Intercultural 314	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 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	M	M		M	M
AsAm C&C 315	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 cultural ways of speaking associated with particular Asian Americans and the non-communicative effects of those ways of	D		M		D
PR Prin 320	- identify terminology and concepts used in the public relations profession, - understand and use established theories of public opinion and persuasion, - understand some ethical and legal codes that permeate throughout the public relations profession; - know how to more effectively work within a small group to meet objectives and goals, - apply the theories and materials covered in class by executing a hypothetical and systematic public relations campaign, and - know more about current trends and situations by having the opportunity to interact with professionals	I			I	
PR Law & Ethics 322	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	D			D	
PR Writing 323	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 social media; Master public relations writing skills including storytelling, message structure, and framing	M			M	
PR Campaigns 326	Assess current media trends for pitching PR campaigns; Assess the PR needs of potential clients; Develop a comprehensive communications plan for meeting those needs; Design a detailed timeline for creating a public relations campaign; Analyze the potential legal and ethical concerns regarding creating public relations campaigns; Execute a comprehensive public relations campaign by creating materials including press releases, messaging strategies, etc.; Critically assess campaigns created by one's own team, and by others; Work effectively as part of a team to manage shared	M			M	
Rhet & Citizenship 334	- Understand that citizenship is a historically and culturally specific category of political belonging. - Learn to identify and understand how specific rhetorical formations construct citizenship as a category. - Study how rhetorical practices contest, re-shape, and re-imagine citizenship as a category particularly when minorities, subjects, or outsiders use rhetoric to legitimately expand the definition of political rights. - Participate in at least 30 hours of service learning to a community partner and learn how to provide a case study of service learning experiences, effectively communicating	M				D
Rhet Soc Mvmts 335	- 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	D				M
Rhet Law 336	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	D			M
Rhet Sex Gender Sexuality 337	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

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Environmental Comm 344	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	M		D	M	D
Nonverbal Comm 350	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,	M	M	M		
Health Comm 352	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 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	M	M	M	M	D
Org Comm 356	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	M			D	M
Persuasion 358	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 present persuasion and social influence theory and principles	D	I	I	I	
LSI 360	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,	M	M			
Communication Education 362	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 consider education as a democratic practice and reflect upon what	M			D	M
C for J & SC 364	(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, 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	M		D		M
Geos 365	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,	M	M	M	M	M
EOC 366	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	D		M		D

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	3. Students will demonstrate the ability to select and analyze text(s), collect and analyze data, and answer research questions and test	4. Students will identify and assess the social context for their messages and craft effective messages for	5. Students will be able to identify how communication produces, reinforces, and critiques social inequalities and
KEY	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
Aging 368	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 relations, an increased appreciation of health and health care issues, and an awareness of your own attitudes	M		D		D
Msg Design 370	1. Have an understanding of the types of health-context messages, 2. Be able to the nature and goals associated with each type of health-context message, 3. Have a theoretical knowledge concerning the factors contributing to the effectiveness of each message type. 4. Apply the theory and research to produce effective messages a health-related context	D	I	I	I	
Disability 372	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 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 context (research/theory)	D	I	I	I	I
Rhet Hist 373	- To read and discuss some of the important orations of American history. - To compare and contrast significant speeches from the history of American public address and situate those speeches within their historical context. - To develop skills of critical reading, analysis, interpretation and evaluation of public discourse. - To construct a piece of critical analysis of American public discourse, including a consideration of its context, structure, content, and import. - To practice communication skills including public speaking and persuasive writing. - To understand the importance of public address in American history and American identity	M		M	M	M
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
Communication in the Digital Age: COMS 490	The objective of this course is to introduce students to theories and research on computer-mediated communication focusing on understanding how the "digital age" is shaping our personal (e.g., identity expression) and communal (e.g., relationships, social groups) experiences. 1. Students will articulate the similarities and differences in the inception and development of various computer-mediated communication theories. 2. Students will apply theoretical concepts to communication and technology practices. 3. Students will identify and discuss the interpersonal, social, political, and economic implications of digital communication technologies.	M	M	M	M	
Rhetoric of San Francisco : COMS 490	(1) Define key concepts from rhetorical theories of space and place (2) Apply these concepts to discursive, visual, and material texts in San Francisco (3) Explain how rhetoric shapes, frames, makes and remakes space and places (4) Develop strategies for analyzing space and place using rhetorical criticism (5) Examine the meaning and function of spaces and places in public culture (6) Analyze the rhetorical appeals of place	I	D	D		D
Political Communication: COMS 490	(1) Define key terms in the study of political communication. (2) Conduct a critical analysis of campaign communication in its various forms. (3) Understand and explain the significance of a rhetorical approach to political communication. (4) Identify and explain impediments to civic engagement.	I	D			D
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. - 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.					M

	PLO1	PLO2	PLO3	PLO4	PLO5
Institutional Learning Outcomes X Program 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/or test hypotheses.	4. Students will craft effective messages by identifying and addressing social context(s)/specific audiences.	5. Students will be able to identify how communication produces, reinforces, and critiques social inequalities and power relations.
Institutional Learning Outcomes					
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.					M
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	M		I		
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.					
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.		M	M		
5. Students use technology to access and communicate information in their personal and professional lives.				M	
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.		D	M		
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.		D	M		
					M

Key: I = Introductory; D = Developing; M =

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	<p>Does 1 out of 3: Identifies a specific social inequality or power relation(s). <i>(What?)</i> OR Explain the context of how these social inequalities or power relations manifest. <i>(How & Why?)</i> OR Offers solutions/alternatives or critiques of social inequalities and power relations. <i>(What now?)</i></p>	<p>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.</p>	<p>Does 2 out of 3: Identifies a specific social inequality or power relation(s). <i>(What?)</i> AND / OR Explain the context of how these social inequalities or power relations manifest. <i>(How & Why?)</i> AND / OR Offers solutions/alternatives or critiques of social inequalities and power relations. <i>(What now?)</i></p>	<p>Does 2 out of the 3 well and the 3rd is attempted but doesn't quite succeed.</p>	<p>Does all 3: Identifies a specific social inequality or power relation(s). <i>(What?)</i> AND Explain the context of how these social inequalities or power relations manifest. <i>(How & Why?)</i> AND Offers solutions/alternatives or critiques of social inequalities and power relations. <i>(What now?)</i></p>