PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF AN UNDERGRADUATE COURSE
(10000-49999 LEVEL)

DEPARTMENT

COMMUNICATION

EFFECTIVE SESSION

Fall 2013

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

1. New course with supporting documents
2. Add existing course offered at another campus
3. Expiration of a course
4. Change in course number
5. Change in course title
6. Change in course credit type
7. Change in course attributes (department head signature only)
8. Change in instructional hours
9. Change in course description
10. Change in course requirements
11. Change in semesters offered (department head signature only)
12. Transfer from one department to another

PROPOSED:
Subject Abbreviation: COM
Course Number: 4XXX
Long Title: Capstone Seminar in Communication

SHORT TITLE: Capstone Sem Comm

TERMS OFFERED

Check All That Apply:

Summer
Fall
Spring

CAMPUS(ES) INVOLVED

N. Control
Tech Storrs
West Lafayette

CREDIT TYPE

1. Fixed Credit: Cr. Hrs: 3
2. Variable Credit: Range: Minimum Cr. hrs: 3
Maximum Cr. hrs: 3
3. Equivalent Credit: Yes

SCHEDULE TYPE

Lecture, Recitation, Laboratory, Studio, Distance, Online, Experiential, Research, Ind. Study, Pract/Observe

MEETINGS PER WEEK

% of Credit Offered

16

COURSE ATTRAIBUTES

Check All That Apply:

6 Registration Approval Type
Instructor
7 Variable Title
8 Honors
9 Full Time Privilege
10 Off Campus Experience

COURSE DESCRIPTION (INCLUDE REQUIRED/RESTRICTIONS):

Communication 4XXX is the capstone course for communication majors. This course will provide students with the opportunity to: complete and present their academic portfolio; demonstrate proficiency in oral, written, and mediated communication skills; synthesize what they have learned in the degree program; and determine how they might apply their knowledge and skills to both professional and personal lifelong learning situations.

P: COM 30800 or permission from instructor

COURSE LEARNING OUTCOMES

Demonstrate proficiency in oral, written and mediated communication.
Demonstrate knowledge of core communication theories and concepts
Synthesize and connect knowledge with application
Create electronic portfolio that synthesizes learning

OFFICE OF THE REGISTRAR

[Signatures and dates filled in]
COM 4XXX - Capstone Seminar in Communication

Instructor:
Office Hours:
Email: Phone:

Course description:
Communication 4XXXX is the capstone course for communication majors. This course will provide students with the opportunity to accomplish several things including: complete and present their academic portfolio; demonstrate proficiency in oral, written, and mediated communication skills; synthesize what they have learned in the degree; and determine how they might apply their knowledge and skills to both professional and personal life long learning situations.

Objectives
Demonstrate proficiency in oral, written and mediated communication.
Demonstrate knowledge of core communication theories and concepts
Synthesize and connect knowledge gained with application
Create an electronic portfolio that synthesizes learning and showcases abilities

Required Course Materials: There are no required texts for this course. Supplemental readings will be provided via blackboard or handed out in class. (1) burnable CD.

What is a Seminar?
A course taught in a seminar format shares the educational experience among students and instructors. Instructors facilitate discussion based on their own knowledge and study of a topic but seldom offer long lectures or other formally structured lesson plans and assignments. Learning is instead based on participation of each student. Students will be expected to do their own research on topic ideas to be covered at class meetings, offer essays or other written work in support of those ideas, and lead or facilitate group discussions of those topics. The knowledge and insight taken from a seminar relies on preparation and enthusiasm of everyone who takes part.

Assignments:
Electronic Portfolio (50%): This will be a web-based portfolio. It should showcase the best written, mediated and oral work of the student. Artifacts should be carefully chosen from both classroom assignments, extracurricular activities and outside experiences. Each artifact should have a brief explanation of the reason for inclusion (i.e., which major objective it meets) and the skills/abilities/knowledge exhibited. See electronic portfolio manual for more information. List of major objectives and courses where they should be met can be found at: http://speech.ipfw.edu/assessment/Commobjectives.html

Capstone Defense: (25%) Students are responsible for formulating a defense that synthesizes what each student feels he/she now knows about communication and the impact of that knowledge. The defense should focus on the translation of classroom learning to applicable skills and talents outside the university. The defense will use the portfolio as evidence to the student’s knowledge and ability.

  Presentation: 10-15 minute oral presentation made to a panel of COM Faculty.
  Synthesis Paper: 15-20 page synthesis paper
  Poster Presentation: An interactive media presentation (powerpoint, prezi, poster board, etc)
  Video: Video created/edited by student
  ??????: The sky is the limit... But you must have Instructor approval
(3) Reflection/Application - (15%)

1. Civic Engagement – Assignment: Essay (2-3 page)
Students will research the topic of civic engagement and prepare a 2-3 page essay that synthesizes their findings and links these opportunities to their own professional and personal goals.

2. Forward Thinking, Reflective Support – Assignment: Presentation (5-8 min)
Option 1: This assignment is to be a presentation to the class followed by a brief discussion where students research employment opportunities to apply their specific skills in various areas of society. Students will research the employment opportunity via interviews, web pages, career services, and library research (along with notes from their COM 308 class). Students will update their resume and cover letter to align her/himself with the requirements for the employment opportunity chosen. Students will present their findings and how/why they feel they are a good candidate for the position.
Option 2: If you are currently in the job you desire after the completion of your degree, your assignment is to conduct an exhaustive analysis of your surrounding environment. (Ex. Analyze the competition, growth strategies for your business/position, 2 year expectations for the environment (economy and otherwise), and any other factors that may effect your current position/field. Students will also update their resume and cover letter to reflect current skills, education, and employment.

Students will present their information to the class on their assigned day. The presenter will field questions and receive feedback from fellow classmates and the instructor.

3. Life long Learning – Assignment: Personal Plan
Students will explore the concept of life long learning and develop a unique plan that details how they will apply the concepts to their life after their formal education is completed.

Participation (10%): Clearly, I value your attendance and feel it is absolutely vital for your success. That said, showing up is easy (most days :). Having a warm body in class is good, but I think we can do better. I feel participation is one of the primary components to your success in this class but also outside the walls of this university in the “real world.”

This class presents an opportunity to participate and critically engaged consistently. This is an opportunity to step outside your comfort zone and contribute to class discussions and group work. This does NOT mean that you “always” have to be the one answering the questions. In fact, if you find that you ARE the one that is doing all the participating, kindly give others a chance. Some of us need a minute to digest the question or to formulate an answer. That’s okay. If, after a reasonable period of time no one else has responded, have at it. On a related note: you cannot participate if you are not present. If a student has more than eight (8) unexcused absences, he/she will fail the course.

<table>
<thead>
<tr>
<th>Point Breakdown</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Portfolio</td>
<td>500</td>
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<tr>
<td>Capstone Defense</td>
<td>250</td>
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<tr>
<td>Civic Engagement Essay</td>
<td>50</td>
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<tr>
<td>Forward Thinking, Reflective Support</td>
<td>50</td>
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<tr>
<td>Lifelong Learning Essay</td>
<td>50</td>
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<tr>
<td>Participation</td>
<td>100</td>
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<tr>
<td><strong>Point Total</strong></td>
<td><strong>1000</strong></td>
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TEACHING PHILOSOPHY:
I believe students learn better when they are engaged in their own learning, gaining a deeper understanding of course content and are able to retain that content longer if learning is active. Simply put, the student’s role is to be prepared, engaged, and thinking critically.
My role as the instructor is to provide meaningful points of discussion, challenging assignments, clarification, facilitation and fair but rigorous assessment. If you do your part; i.e., read and consider the material, participate in discussion forums, and complete assignments thoroughly and on time, I absolutely enjoy doing my part. If you have questions or concerns about the class, assignments or content, you should consult with me about those either in person or via email. My services as a facilitator and guide come with the tuition you paid for the course. Do not be shy about using them!

PLAGIARISM and/or CHEATING:
Cheating and plagiarism (whether in your writing or your presentations) is taken very seriously and will not be tolerated. You will be given a fair chance to formally appeal the accusation. If found guilty (whether during the course, or after the semester has concluded), consequences can include failure of the assignment, the class, and in extreme cases, dismissal from the university.

Plagiarism:
A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:
   a. Quotes another person’s actual words, either oral or written;
   b. Paraphrases another person’s words, either oral or written;
   c. Uses another person’s idea, opinion, or theory; or
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
DON’T RISK IT. If you’re unclear ask!

CLASSROOM POLICIES:
1. Be honest. Be honest with yourself. Be honest with your classmates. Be honest with me.
2. Your attention to the end is appreciated. Please do NOT pack up or leave early.
3. Do not sleep, read the paper, or do other work while in this class. You owe it to yourself to be engaged in your learning.
4. Please turn off cell phones. This is very disrupting and discourteous to the entire class.
5. All work should be typed- 12 pt font, Times New Roman, double spaced, 1” margins, with cover page.
6. Be attentive while others are speaking. Those texting, doing other homework, or otherwise not paying attention during interviews will have points taken from their scores.
7. Opinions in this class may differ. If you disagree with a classmate, do so respectfully.
8. Be willing to consider differing points of view. This is how we develop. Seek first to understand and then be understood. (Stephen Covey, Seven Habits of Highly Effective People).

ASSIGNMENTS:
Assignments are due when they are due. After that, it will receive at best 50% credit. This is at the discretion of the instructor. Ex: A paper is due at the beginning of class (10:30)... that means 10:30 in my hands... not 10:35. If you have an emergency (legitimate w/ documentation) you must contact the instructor BEFORE or ASAP, your grade depends on it.
Writing Technical Details - Double-spaced, 1” margins, 12 pt font. A cover page with group member names, date, and organization name is expected but is NOT included in the page limit requirement. All writing should be free of grammatical errors and when completed as a group; it should be presented in one “voice.”

*Helpful hint* - Make backup copies of your work. Hard drive issues are not an excuse for late work. Have presentations available in at least two different formats (ie. Email and a thumb drive).

**GRAMMAR/SPELLING:**

Were all human, we all mak mistakes now n then. However, many of em can be avoide. You must proofread you paapers!!! This is basic... You need to take the tiem to do this!!! It helps everyone! If your paper has more than 3 grammar/spelling errors, your paper will automatically lose one letter grade.

Remember, you wouldn’t turn in a letter to a company executive without checking it for spelling and grammatical errors; your paper in this class should exhibit the same professionalism.

If writing is your weakness, here is a fantastic writing resource: Writing Center: Kettler G19 481-5740

**STUDENT RESOURCES**

*Services for Students with Disabilities: Walb 118 481-6657*

The SSD office provides free and appropriate aids and services including reader and sign-language interpreter services, accommodated test proctoring facilities, disability-specific career/academic/personal counseling, coordination of the use of accessible computer workstations across campus, and more. SSD also serves the campus community as advocate/consultant on disability-related issues.

*Multicultural Services: Walb 118 481-6608*

The mission of Multicultural Services is to provide a support system for African American, Hispanic, Native American, International, Asian American, and at-risk students who are enrolled at IPFW and to assist in the development, execution, and evaluation of the recruitment and retention efforts for students of color. The adjunct mission is to articulate concerns of those students to appropriate officials and to maintain a positive connection and working relationship between the university and diverse groups.

Multicultural Services provides academic-success programs (e.g., student in-danger programs), cultural heritage activities, and personal and academic advising. Many activities are planned through student organizations, which are open to all IPFW students and include the Black Collegian Caucus, Hispanos Unidos, United Native American Student Association, and International Students’ Organization. Other services include networking with successful local, state, national, and international professionals of color; career exploration and skill development workshops; leadership development; study tables during the week prior to and week of final exams; scholarship information; and programs deemed important for student success at IPFW, in the community, and in the global marketplace.

*International Students: Walb 118 481-6923*

International Student Support Services recruits, admits, and counsels international students. The staff also works with academic offices on campus to advise international students, permanent immigrants, and aliens. International Student Support Services acts as a liaison between IPFW and the community by supporting multicultural events and as a resource unit for faculty, staff, and students interested in overseas travel or study.

*Center for Women and Returning Adults: Walb G25 481-6029*

The Center for Women and Returning Adults (CWRA) serves as an advocate and support for all women of IPFW as well as adults returning to school. The center offers assistance with admissions and financial aid for prospective and current students; career and personal guidance; childcare referrals; community outreach and referrals; guest lecture workshops; and a newsletter. Services are offered for free.
Writing Center: Kettler G19  481-5740
In free one-on-one conferences, knowledgeable writing consultants will talk with you about your writing for any class, wherever you are in the writing process — understanding assignments, brainstorming and planning, revising, and polishing final drafts. Consultants help you focus, organize, develop and analyze your thoughts, revise, and work on issues of editing and style. (Consultants will not edit or proofread for you but will help you learn how to edit and proofread your own papers.)
Visit the http://www.ipfw.edu/casa/vc/default.htm for writing strategy guides, writing help online, and opportunities to sign up for free writing workshops on topics such as how to write a thesis, how to write introductions and conclusions, how to write arguments, how to analyze and cite sources, and how to write clearly and coherently.
You can also stop by KT G19 whenever the center is open to use reference books or pick up handouts on writing in subjects including art, business, chemistry, history, journalism, philosophy, psychology, and technical writing.

Center for Academic Support and Advancement (CASA): Kettler G23  481-6817
CASA offers study-skills assistance, free tutoring, supplemental instruction, and free computer-technology courses (STEPS). The center is also the advising unit for students studying English as a Second Language.

IT Services: Kettler 206  481-6802  &  The Help Desk: 481-6030
IT Services provides academic and administrative computing support to IPFW faculty, staff, & students.
• Student Accounts: Account start-up kits for student computing resources (labs and e-mail) are issued the first term of enrollment. Student accounts remain active as long as students are enrolled.
• E-mail: E-mail accounts are provided to all IPFW students. Students must complete an activation process before sending and receiving e-mail. These accounts are accessible from any student-access lab, e-mail quick station, or from the Web.
• Web Space: Each student and official student organization receives 10 MB of Web space to be used in conjunction with university responsibilities.
• Computer Labs: All student-access computer labs and computer equipped classrooms are capable of accessing many software applications, student e-mail, and the Internet. The student-access computer labs are in Kettler Hall 204A, 217, and 217D; Neff Hall B71 and B73 (a shared-use lab); Engineering and Technology Building 305; Science Building G15; Walb Union 221; and Helmke Library.

Reference and Information Services: Helmke Front Desk  481-6512
• Reference Assistance: Our information assistants at the Service Desk will provide basic reference assistance for the IUCAT Catalog or show you how to access the many other databases and indexes available at Helmke Library. Stop by the first floor or call 481-6505 for assistance.
• Reference Consultation: More in-depth assistance is available for those who sign up at the Service Desk for an appointment with a skilled professional. These one-on-one consultation sessions with a librarian usually last about 30 minutes, and are designed to help you hone your information foraging skills. Appointments can be scheduled in advance by visiting or calling the Service Desk (481-6505). Walk-ins are always welcome.

Academic Counseling and Career Services (ACCS): Kettler 109  481-6595
The office of Academic Counseling and Career Services (ACCS) is responsible for providing academic advising for Undeclared, Guided Studies, and pre-Business, pre-Education and Pre-OLS students. ACCS also
offers comprehensive career services for all IPFW students, alums and community members. Assistance is provided in the following areas:

- Selecting courses and academic majors
- Referring students to appropriate campus resources
- Connecting academic majors and career choices
- Assessing students’ interests/skills/values
- Providing access to internship, work-study, part-time and full-time employment opportunities
- Testing for appropriate course placement, national exams and correspondence courses.
- Developing job-search skills
- Directing students to appropriate resources for occupational and career information.
- Identifying opportunities for National Student Exchange with other universities
- IDIS 110 (Freshman Success) assists freshmen in their transition to college life.
- EDUC x210 (Career Planning) assists students with the career planning process,

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<tr>
<td>Week 1</td>
<td>Orientation &amp; Portfolio Design</td>
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<td>Week 2</td>
<td>Portfolio Workshop &amp; Personal Consultations</td>
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<td>Week 4</td>
<td>Civic Engagement Discussion</td>
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<td>Week 5</td>
<td>Civic Engagement Discussion</td>
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<td>Week 6</td>
<td>Civic Engagement Discussion (Readings - Civic Engagement Essay – Due at the end of class)</td>
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<td>Week 7</td>
<td>Presentation Development Workshop</td>
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<td>Week 8</td>
<td>Applying What You Have Learned (Presentations)</td>
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<td>Week 9</td>
<td>Applying What You Have Learned (Presentations)</td>
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<tr>
<td>Week 10</td>
<td>Applying What You Have Learned - Personal Consultations</td>
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<td>Week 11</td>
<td>Portfolio Workshop – Project Updates</td>
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<td>Week 12</td>
<td>Lifelong Learning Discussion</td>
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<td>Week 13</td>
<td>Lifelong Learning Discussion (Lifelong Learning – Personal Plan – Due at the end of class)</td>
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<td>Week 14</td>
<td>Portfolio Presentations</td>
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