

# **Communication Studies, AS (formerly Public Communication, AS)**

## **PROGRAM LEARNING OUTCOMES**

The assessment of Program Learning Outcomes is not only a key indicator of program effectiveness, it is also one of the standards of excellence identified by the Middle States Commission (Standard 5) and is required through the SUNY assessment initiative.

### **Current Program Learning Outcomes for Program as stated in Catalog**

#### **Upon completion, students will:**

1. Use the basic principles of design, layout and typography to design a newsletter and develop a brochure
2. Describe the historical background of the mass media, and interrelationships of media in terms of programming, technology and ownership issues
3. Explain the function and role of mass media in society
4. Through the use of basic keyboarding, proofreading and word processing skills, students will use a computer as a tool for writing press releases, new stories (for newspapers, radio and television) and commercials for radio
5. Produce a variety of business letters/memos and a formal business report
6. Demonstrate the principles and skills involved in developing and delivering an oral presentation
7. Utilize the principles of intrapersonal and interpersonal communication

CURRICULUM MAP							
	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
<del>COM 100</del> <b>DIG 100</b> ( <i>re-titled course</i> ) - Media Arts Success							
<b>COM 101</b> - Intro to Media Communications		P, E, PR (I)	P, E, PR (I)				
<b>COM 103</b> - Writing for the Media				P, E, PR (I)			
<del>COM 107</del>	L,PR (I)(P)						
<del>COM 108</del>	L,PR (I)(P)						
<b>COM 109</b> - Visual Communication	L,PR (I)(P)						
<b>COM 110</b> - Publication Layout & Design	L,PR (P)(R)						
<b>COM 201</b> - Public Relations							PR (R)(P)
<b>COM 210</b> ( <i>new course</i> ) - Intercultural Communication							
<b>SPE 102</b> - Public Speaking						O,PR (I)(P)	
<b>SPE 103</b> - Interpersonal Communication							O, PR (I)(P)
<b>DIG 110</b> - Intro to Web Technology							
<b>DIG 104</b> - Digital Video & Audio		L,E,PR (I)(P)					
<b>DIG 105</b> ( <i>new course</i> ) - Social Media							
<b>DIG 200</b> - Digital Portfolio							
<b>BUS 229</b> - Business Communication					P,E,PR (I)(P)		
<b>JRN 145</b> - Journalism I	P,L,PR (P)(R)			P,L,PR (I)(P)			

Assessment Key:

P=Paper    E=Exam    PO=Portfolio    O=Oral Presentation    L=Lab Assignment    PR=Project    I=Internship  
(I)=Introduced (P)=Practiced (R)=Reinforced

## STUDENT LEARNING OUTCOME RUBRIC

		Criterion			
Program Learning Outcomes	Sample Assessment Measure	Does Not Meet Standard <i>Grade: F</i>	Approaches Standard <i>Grade range: D- to C-</i>	Meets Standard <i>Grade range: C to A-</i>	Exceeds Standard <i>Grade: A</i>
1. Use the basic principles of design, layout and typography to design a newsletter and develop a brochure <i>(Addressed in COM 110, COM 107, and COM 108)</i>	<b>COM 110 Publication Layout &amp; Design:</b>  <i>*This course is no longer offered in the program</i>	--	--	--	--
2. Describe the historical background of the mass media, and inter-relationships of media in terms of programming, technology and ownership issues	<b>COM 101 Introduction to Media Communications</b> <i>In the final group projects, members of a small group will investigate and report on a topic relevant to media convergence and how it has changed the way we live, work, communicate, and think.</i>	Does not present coherent, researched-supported information on the assigned topic; Unable to describe, analyze, interpret and evaluate subject matter; No demonstration of teamwork, individual contribution, and subject knowledge; Missing written summary, self-assessment or peer review.	Inconsistent description, analysis, interpretation and evaluation of subject matter; Limited demonstration of teamwork, individual contribution, and subject knowledge; Incomplete written summary, self-assessment or peer review.	Presents coherent, researched-supported information on the assigned topic; Adequate description, analysis, interpretation and evaluation of subject matter; Demonstrates teamwork, individual contribution, and subject knowledge; Complete written summary, self-assessment and peer review.	Demonstrates mastery of research and information on the assigned topic; Offers thorough description, analysis, interpretation and evaluation of subject matter; Demonstrates leadership in teamwork, individual contribution, and subject knowledge; Complete, accurate written summary, self-assessment and peer review.

<p>3. Explain the function and role of mass media in society</p>	<p><b>COM 101 Introduction to Media Communications</b>  <i>In the mid-term assignment, students research and report on stereotypes in the moving image, challenges facing print media, media consumption and its effects on socialization and identity, and video game genres, platforms and their influence on enjoyment.</i></p>	<p>Unable to identify ethnic, gender, religious or other stereotypes in a current film; Unable to articulate challenges facing print media in a digital age; Unable to describe influences of media consumption on social interaction.</p>	<p>Inconsistent identification of ethnic, gender, religious or other stereotypes in a current film; incomplete articulation of challenges facing print media in a digital age; inadequate description of media consumption influences on social interaction.</p>	<p>Demonstrates understanding of ethnic, gender, religious or other stereotypes in a current film; effectively articulates challenges facing print media in a digital age; adequate descriptions media consumption influences on social interaction.</p>	<p>Provides detailed identification of ethnic, gender, religious or other stereotypes in a current film including reasons for appearance and consequences for groups stereotyped; able to articulate challenges facing print media in a digital age including observation of solutions demonstrated by certain publications; able to describe in detail influences of media consumption on social interaction including observations of personal associations and effects on identity.</p>
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<p>4. Through the use of basic keyboarding, proofreading and word processing skills, students will use a computer as a tool for writing press releases, new stories (for newspapers, radio and television) and commercials for radio (Addressed in JRN 145, COM 103, and COM 201)</p>	<p><b>JRN 145 Journalism I:</b>  <i>Students are required to complete the following assignments: During the semester, students must submit 6 articles to the Instructor, as well as for publication to the college newspaper, "The Spirit." Students are required to write articles that appeal to and cover the college community, their local communities, or national/world news. In order to maintain a balance of subject matter for each issue, students, in collaboration with the instructor and staff of the paper, brainstorm and then assign topics prior to researching and writing them. Each student is required to write in at least three of the following genres: profile, event coverage, interview, commentary, media review, news analysis, and campus-oriented sports article.</i></p>	<p>No clear understanding of inverted pyramid form; no sources present; research absent or not attributed; no headline; no attempt at editing or revision.</p>	<p>Use of inverted pyramid form not consistent; sources not smoothly integrated with prose, details and research lacking or inaccurate; article clearly based on opinion rather than reporting; headlines inappropriate or uninteresting; ability to revise and edit limited.</p>	<p>Shows understanding of inverted pyramid form; integrates primary and secondary sources; shows understanding of verification processes; writes headlines that attract reader attention; shows ability to revise and edit articles for concision.</p>	<p>Shows mastery of inverted pyramid form, including ability to use alternatives to that form; integrates primary and secondary sources smoothly; all sources and research verified and corroborated; writes headlines that attract reader attention; shows ability to revise and edit articles for concision, accuracy, and available column inches.</p>
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<p>5. Produce a variety of business letters, memos, and a formal business report (Addressed in BUS 229)</p>	<p><b>BUS 229 Business Communication:</b> <i>Students are required to complete the following assignment: Write a 5-6 page report to the Instructor Analyzing three variables and demonstrate reasoning in selecting the best selection. Students are given five options to select from but are encouraged to select their own topic that is instructor approved.</i></p>	<p>No clear understanding of how to define a problem, evaluates options and present an argument.</p>	<p>Format not consistent; sources not smoothly integrated with prose, details and research lacking or inaccurate; report clearly based on opinion rather than objective reasoning. ability to revise and edit limited.</p>	<p>Shows understanding of evaluating alternatives, integrates primary and secondary sources; shows understanding of objective evaluation; Identifies the criteria relevant to topic; shows ability to revise and edit for clarity and conciseness.</p>	<p>Shows mastery of evaluating alternatives, integrates primary and secondary sources; shows understanding of objective evaluation; Identifies the criteria essential to topic; shows ability to revise and edit for clarity and conciseness.</p>
<p>6. Demonstrate the principles and skills involved in developing and delivering an oral presentation (Addressed in SPE 102)</p>	<p><b>SPE 102 Public Speaking:</b> <i>In-Class Speeches— Students are required to prepare and present six in-class speeches including an informative, a persuasive, and an occasional speech. Each student is also required to present one informative or persuasive speech related to his or her field of study or a personal interest. This speech is evaluated by the instructor for evidence of student proficiency.</i></p>	<p>Demonstrates no knowledge of the fundamental principles and skills associated with effective public speaking in writing and preparing a speech. Demonstrates no knowledge of the fundamental principles and skills associated with effective public speaking in the delivery.</p>	<p>Demonstrates knowledge of few fundamental principles and skills associated with effective public speaking in writing and preparing a speech. Demonstrates knowledge of few fundamental principles and skills associated with effective public speaking in the delivery.</p>	<p>Demonstrates understanding of many fundamental principles and skills associated with effective public speaking in writing and preparing a speech. Demonstrates understanding of many fundamental principles and skills associated with effective public speaking in the delivery.</p>	<p>Demonstrates understanding of the fundamental principles and skills associated with effective public speaking in writing and preparing a speech:</p> <ul style="list-style-type: none"> <li>• audience awareness</li> <li>• a central idea or theme supported by all elements</li> <li>• speech organization and the art of making a speech engaging and memorable</li> <li>• speaking ethically</li> </ul>

					<ul style="list-style-type: none"> <li>• logos, ethos, and pathos Demonstrates understanding of the fundamental principles and skills associated with effective public speaking in the delivery:</li> <li>• rehearsal</li> <li>• verbal and non-verbal techniques</li> <li>• presentation aids</li> </ul>
7. Utilize the principles of intrapersonal and interpersonal communication (Addressed in SPE 103)	<p><b>SPE 103 Interpersonal Communication:</b>  <i>Students are required to complete the following assignment:</i>  <i>Final Interpersonal Training Project – Students develop an interpersonal communication training for a specific audience and inform the audience about three important interpersonal communication principles/theories beneficial to them and their current situation. Students have to explain why learning these three interpersonal concepts would be beneficial for the group they’ve identified. This is also a group project, which forces</i></p>	Does not utilize the principles of interpersonal and intrapersonal communication in developing and presenting content for a communication training. Shows little to no knowledge of interpersonal and intrapersonal concepts and does not define or explain course concepts correctly and sufficiently. Does not demonstrate an understanding of how to apply interpersonal and intrapersonal concepts to a particular audience and argue relevancy.	Utilizes principles of interpersonal and intrapersonal communication in developing and presenting content for a communication training, but definition and explanation of principles are incorrect or incomplete. Shows little knowledge of how to apply the concepts to a particular audience and doesn’t argue relevancy.	Utilizes the principles of interpersonal and intrapersonal communication in developing and presenting content for a communication training, but with minor errors in defining and explaining concepts. Shows knowledge of how to apply the concepts to a particular audience, but argument for relevancy and application could be strengthened.	Utilizes the principles of interpersonal and intrapersonal communication in developing and presenting content for a communication training. <ul style="list-style-type: none"> <li>• Audience awareness – description of a specific audience</li> <li>• Utilizes interpersonal and intrapersonal concepts that are defined correctly in reference to the textbook, explained thoroughly, and applied according to a particular audience.</li> </ul>

	<p><i>students to work together and utilize principles of intrapersonal and interpersonal communication they have learned in the course. Students are evaluated on their ability to identify relevant interpersonal and intrapersonal strategies useful to the group they have identified, their explanation of the concepts, the examples they share to demonstrate usefulness to their audience, and their presentation of the training.</i></p>				<ul style="list-style-type: none"><li>• Provides a strong argument for why these three concepts are important for the described audience to know in order to improve its communication competence</li><li>• Provides specific examples demonstrating the three interpersonal and intrapersonal concepts that are relevant to the described audience.</li></ul>
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