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New Course Form

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| Delete 613 | CJT 636 Syllabus.doc |

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: COMMUNICATION AND INFORMATION Today's Date: 11/19/2012
- b. * Department/Division: CIS Graduate Studies
- c.
- * Contact Person Name: Tim Sellnow Email: tim.sellnow@uky.edu Phone: 859-257-7805
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1:
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: CJT 636
- c. * Full Title: Assessment and Evaluation Methods in Applied Communication Research
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | 2.5 <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: | | |
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:
- In applied instructional settings (e.g., training, workshops, teaching, online courses, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these instructional contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results.
- k. Prerequisites, if any:
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Instructional Communication

b. * Will this course be a new requirement⁶ for ANY program? Yes No

If YES⁶, list affected programs:

Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

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COM 636: Assessment and Evaluation Methods in Applied Communication Research

Instructor: TBA

Office Hours: TBA (Scheduled and Virtual)

Office Location:

Office Phone: TBA

Email: TBA

Course Description

In instructional settings (e.g., training, workshops, teaching, online courses, conference proceedings), goals are set for specific outcomes to be achieved, whether they are affective, cognitive, or behavioral. In these instructional contexts, assessment is used to evaluate the effectiveness of any program or intervention. Additionally, assessment is used to improve upon existing programs and interventions. Students will learn how to develop, conduct, and evaluate sound assessment plans, and provide recommendations based on assessment results.

Learning Outcomes

After taking this course, students will be able to:

1. Explain the importance of assessment in instructional communication and instructional contexts.
2. Describe potential outcomes of instructional communication as they relate to cognitive, affective, and behavioral dimensions of learning.
3. Describe and evaluate existing assessment measures.
4. Design, implement, and evaluate their own assessment plan.

Required Reading

Angelo, T. A. (1999, May). Doing assessment as if learning matters most. *AAHE Bulletin*, 51, 3-6. A publication by the American Association for Higher Education.

Beebe, S. A., Barge, J. K., & McCormick, C. (1998). *The competent group communicator: An instrument to assess problem-solving discussion*. Annandale, VA: National Communication Association.

Daly, J. A. (1994). Assessing speaking and listening: Preliminary considerations for a national assessment. In S. Morreale, M. Brooks, R. Berko, & C. Cooke (Eds.), *1994 SCA summer conference proceedings and prepared remarks* (from the 1994 summer conference on "Assessing College Student Competency in Speech Communication") (pp. 17-31). Annandale, VA: Speech Communication Association.

Goulden, N. R. (1992). Theory and vocabulary for communication assessments. *Communication Education, 41*, 258-269.

McCroskey, J. C. (1994). Assessment of affect toward communication and affect toward instruction in communication. In S. Morreale, M. Brooks, R. Berko, & C. Cooke (Eds.), *1994 SCA summer conference proceedings and prepared remarks* (from the 1994 summer conference on "Assessing College Student Competency in Speech Communication") (pp. 55-71). Annandale, VA: Speech Communication Association.

Rancer, A. S., Avtgis, T. A., Kosberg, R. L., & Whitecap, V. G. (2000). A longitudinal assessment of trait argumentativeness and verbal aggressiveness between seventh and eighth grades. *Communication Education, 49*, 114-119.

Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

Late Assignments

Your assignments for this course are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not write your assignments during class unless you are directed to do so.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel

unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, from another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Class Conduct

Appropriate classroom behavior means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

E-mail Policy

Please allow 24 hours for your instructor to respond to your e-mail. If you haven't heard back within 24 hours, a) send a follow-up email and b) approach them with your question or concern in class.

Blackboard

We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any

changes or updates. We will post all assignments on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from Blackboard rather than from one of us.

All of your work in this class must be submitted both on Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. If your assignment is lost in cyberspace, you will be expected to repost it within the same day.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Technology Information and Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact the Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services: <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Assignments

Participation and Attendance (15%)

As a graduate level course, you are expected to attend class regularly and to engage in the classroom discussions with thoughtful and critical analyses of the assigned readings.

Position Paper on Assessment Outcomes (15%)

You will write a 6-8 page paper that discusses the three primary areas of assessment (i.e., affective, cognitive, and behavioral). You will take a position on which of the three areas is the most important to assess.

Assessment "Sales Pitch" (20%)

You will choose a target class, organization, club, or training workshop on campus or in the community that you believe would benefit from assessment. With a partner, you will create a 6-8 minute persuasive presentation that discusses what assessment is, the importance of assessment, how assessment will benefit your chosen target audience, and present a plan for conducting the assessment.

Assessment Literature Review (20%)

You will conduct a search of the literature for scholarly articles that will inform your own assessment plan including articles on measure development, methodological design, data analysis, and improvement plans based on assessment results. You should use the literature review as a place to describe the knowledge that exists and highlight areas where your own assessment plan will relate to, or extend, existing assessment knowledge.

Assessment Analysis (30%)

You will assess an outcome that you believe is important to the class, organization, club, or training workshop on campus that you appealed to in your "sales pitch." You will actually administer this assessment measure to your target audience and analyze the strengths and weaknesses of the assessment.

Grading

| Assignment | Percent of Final Grade | Points |
|------------------------------|-------------------------------|---------------|
| Participation | 15% | 75 |
| Position Paper | 15% | 75 |
| Sales Pitch | 20% | 100 |
| Assessment Literature Review | 20% | 100 |
| Assessment Analysis | 30% | 150 |
| TOTAL | 100% | 500 |

A = 90% B = 80% C = 70%

Tentative Course Calendar

| Week | Topic and Assignments |
|------|---|
| | Unit 1: Assessment Foundations |
| 1 | Topic: Course Introduction, What is Assessment? |
| 2 | Topic: Why conduct Assessment? Who needs assessment? |
| 3 | Topic: How is assessment conducted? Assessment Idea Due |
| | Unit 2: Assessment Outcomes |
| 4 | Topic: Affective Outcomes, Behavioral Outcomes |
| 5 | Topic: Cognitive Outcomes |
| | Unit 3: Assessment Plans |
| 6 | Topic: Designing and Critiquing Assessment Plans, Position Paper Due |
| 7 | Topic: In Class Work Day for "Sales Pitch" Presentations |
| 8 | Topic: "Sales Pitch" Presentations |
| | Unit 4: Assessment Scales and Analysis |
| 9 | Topic: Analyzing Assessment Results |
| 10 | Topic: Critiquing Measures, Assessment Literature Review Due (Prepare to Discuss) |
| 11 | Topic: In Class Work Day for Assessment Proposed in "Sales Pitch", Peer Review |
| | Unit 5: Conducting Assessment and Closing the Feedback Loop |
| 12 | Topic: Method and Research Design in Conducting Assessment |
| 13 | Topic: Thanksgiving Break- No Class |
| 14 | Topic: Implementing Change Based on Assessment |
| 15 | Topic: Course Wrap Up/Discussion of Final Projects, Assessment Analysis Due |

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Courses Request Tracking

eCATS Request Tracking

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| Course/Prog ID | Display Form | Course/Program | Request Type | College | Date |
|----------------|------------------------------|----------------|--------------|-------------------------------|-----------|
| CJT 616 | Display Form | Course | New | COMMUNICATION AND INFORMATION | 9/14/2012 |
| CJT 636 | Display Form | Course | New | COMMUNICATION AND INFORMATION | 9/14/2012 |

Details of Course/Program ID(CJT 636)

| WORKITEM ID | Workflow Status | Date | Time |
|--------------|---------------------|------------|----------|
| 000010940315 | DEPARTMENT RECEIVED | 2012-09-14 | 11:07 AM |
| 000010840319 | Department Approved | 2012-09-18 | 16:16 PM |
| 000010859531 | Received by College | 2012-09-18 | 16:16 PM |
| 000010859533 | Approved by College | 2012-09-25 | 14:26 PM |
| 000010920443 | Received by GC | 2012-09-25 | 14:26 PM |
| 000010920445 | Approved by GC | 2012-11-15 | 15:14 PM |

| Course/Prog ID | Display Form | Course/Program | Request Type | College | Date |
|----------------|------------------------------|----------------|--------------|-------------------------------|-----------|
| CJT 646 | Display Form | Course | New | COMMUNICATION AND INFORMATION | 9/14/2012 |
| CJT 656 | Display Form | Course | New | COMMUNICATION AND INFORMATION | 9/14/2012 |
| CJT 726 | Display Form | Course | New | COMMUNICATION AND INFORMATION | 9/14/2012 |