

# Community College *of* Philadelphia

**Proposal to revise the Communication Arts-Speech Option  
and rename it Communication Studies Program**

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## **I. ABSTRACT**

This proposed revision to the Communication Arts-Speech Option seeks to better define the Program and parallel national trends in the discipline. This revision will provide students with a program that better prepares them for transfer to four-year programs in communication studies.

Specifically, the proposed changes are as follows:

1. Change the title of the program to Communication Studies Program.
2. Remove ENGL 137 – Introduction to Theatre, from the list of required courses and instead offer it as an elective for students who have an interest in theater.
3. Decrease the Literature requirement from 2 courses (6 credits) to 1 course (3 credits).
4. Remove 2<sup>nd</sup> Humanities elective.
5. Add two proposed new courses, ENGL 117 – Group and Team Communication, and ENGL 118 - Intercultural Communication, to the list of required courses.
6. Revise the list of directed electives.
7. Expand the choice of social science electives to include ANTH 112-Cultural Anthropology.

## **II. OVERVIEW OF THE EXISTING PROGRAM**

The Communication Arts-Speech Option leads to the Associate in Arts (A.A.) degree. The program gives students a concentration in the field of speech communication along with a liberal arts foundation. The program is primarily suited for students seeking transfer to a four-year institution, although some graduates may plan on immediately entering the work force as communication professionals.

In the Speech Option students develop interpersonal and professional communication competence which is a skill prized by employers. In January 2009, the National Association of Colleges and Employers (NACE) reported on a survey of employers across the United States that "among the skills, attributes, and qualities employers prize most are communication skills, a strong work ethic, ability to work in a team, and initiative (NACE, 2009)." This finding mirrors an earlier survey, in which NACE reported that "employers responding to NACE's *Job Outlook 2007* survey named communication skills and honesty/integrity as a job seeker's most important skills and qualities." (NACE, 2007) The press release continued by quoting Marilyn Mackes, NACE executive director, who stated, "Communication skills have topped the list for eight years, and honesty and integrity have tied for the top spot for the last three years

(NACE 2007)." With similar findings, the report "21<sup>st</sup> Century Skills for 21<sup>st</sup> Century Jobs" (Report of the U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, National Institute of Literacy, and the Small Business Administration, January 1999), states:

New systems of management and organization, as well as employee customer interactions, require a portfolio of skills in addition to academic and technical skills. These include communication skills, analytical skills, problem-solving and creative thinking, interpersonal skills, the ability to negotiate and influence, and self-management. More than half of non-managerial employees participated in regularly scheduled meetings to discuss work-related problems, indicating the need for these skills.

One of the primary obligations of an educational institution is to prepare students for the workplace. In this respect, the current communication courses and the Speech Option are useful to majors and non-majors in assisting students in developing the kinds of skills that employers seek.

Students also seem to recognize the value of good communication skills. For example, 57 students enrolled in ENGL 115—Public Speaking were surveyed at the end of the Spring 2009 semester. 47 reported they would recommend the course to other people, and 46 said all college students should be required to take it. (See Appendix B for complete survey).

### **III. DESCRIPTION OF THE PROPOSED REVISION**

This program will better define the Program and parallel national trends in the discipline. This revision will provide students with a program that better prepares them for transfer to four-year programs in communication studies, while providing students with both academic and career-related skills.

To improve the program, faculty recommend the following revisions:

1. Change the title of the program to Communication Studies Program

The term "Speech" is now considered by many in the academic community as archaic. Many institutions have eliminated the term "Speech" from the titles of their communication programs. The National Communication Association, the primary academic association for communication scholars and faculty, changed its name from the Speech Communication Association in 1997.

In addition, the term "Communication," in reference to an academic program, holds a different meaning from "Communications." Communications usually refers to technical modes of communication, specific to broadcast and telecommunications. Communication, in contrast, is the study of the process of

exchanging information, creating meaning, developing relationships, solving problems, etc. Since the Communication Studies Program seeks to promote a theoretical understanding of the process of communication, it is important to reinforce this distinction.

2. Remove ENGL 137 – Introduction to Theatre, from the list of required courses.

Since English 137 does not provide instruction specific to the learning outcomes of the Communication Studies Program, it will be moved to the list of Directed Electives, and students who wish to enter programs and/or careers involving some element of performance will be advised to take the course. The course belongs in the list of Directed Electives, as it does provide foundational knowledge in the performing arts. A student who takes ENGL 137, along with ENGL 131 and 132 (Acting I and II) might be interested in theater, but not necessarily as an actor.

3. Decrease the Literature requirement from 2 courses (6 credits) to 1 course (3 credits).

As part of the effort to better define the Program, the Literature requirement will be reduced to allow for an additional required course more specific to communication.

4. Remove the 2<sup>nd</sup> humanities elective:

In order to allow for the addition of new required courses, as well as to increase the mix of disciplines to which students are exposed, it is proposed that students only be required to take one humanities elective.

5. Add two new courses—Group and Team Communication and Intercultural Communication—as required courses:

The two proposed courses are essential for Communication Studies majors and are commonly found in communication studies programs at other colleges. Furthermore, these courses will be attractive to students planning to work in any field where communicating with team members and communicating with people from diverse cultures is critical to success. As described on the National Communication Association's (NCA) website, "Workplace success depends on the ability to communicate with others. Workers across all careers in all fields communicate through various means – face-to-face and electronic. From developing targeted messages to motivating workers to creating messages that keep us safe, communication increases productivity and creates a better work environment as it shapes our interactions with others that lead to career success." (NCA 2009)

This writer has done some informal research this semester with students in English classes and found significant interest in the proposed courses. 84 students (including both Communication Arts majors and non-majors) were surveyed. 17 said they would like to take Small Group and Team Communication, 27 said they would like to take Intercultural Communication. (Appendix C).

#### ENGL 117 – Group and Team Communication

The most recent survey by the National Association of Colleges and Employers found that employers rank teamwork skills as one of the primary abilities they look for in new hires (NACE 2010). This course will be designed to help students acquire these valuable workplace skills. (Note: When the Communication Arts Curriculum was originally proposed in 1992, the Committee stated that a course in Small Group Communication was being considered for development. (Curricular Proposal, 1992)).

This new course will explore principles and concepts of interpersonal communication and general communication theory with a specific emphasis on the study of communication in groups and teams. Therefore, students in Group and Team Communication will study some of the same concepts as students in ENGL 114 and ENGL 116, but the proposed course will focus on the application of these concepts to the specific context of working effectively and efficiently on projects that involve a small number of participants. The course will provide students with theoretical knowledge rooted in the Communication Studies discipline, as well as practical experience working on various projects with various goals. It should be noted this course will help students not only develop important skills for the workplace, but also for other college courses that require group projects.

Appendix A provides a more complete description of this proposed course.

#### ENGL 118 – Intercultural Communication

This course will examine how people communicate from and within their own culture and how they communicate across cultural lines. It will provide students with theoretical and practical knowledge of how culture influences communication, how people communicate in culturally specific ways, and allow students to develop competence in communicating with people from a diverse range of cultures.

This new course will explore principles and concepts of interpersonal communication with a specific emphasis on study of communication between people of different cultures. Therefore, students in Intercultural Communication will study some of the same concepts as students in ENGL 116-Interpersonal Communication, but the proposed course will focus on the application of these

concepts to the specific context of communication between people of different cultures.

Appendix B provides a more complete description of this proposed course.

## 6. Revise the list of Directed Electives

These changes are intended to broaden the student's choices of directed electives and particularly to guide students towards courses in other areas, such as the social and behavioral sciences and business that have relevance for students in the Communication Studies Program.

Students will be able to choose any 3 courses from the list. Some students may favor depth and choose three directed electives in one discipline. While other students may combine courses across disciplines that support a particular interest. For example, a student with a particular interest in gender studies could select SOC 212-Sociology of Marriage and Family, ANTH 202-Gender Roles in Cross-Cultural Perspective, and WS 101-Introduction to Women's Studies.

The following directed electives have been selected because they are courses that are related to or provide valuable insight into the study of communication. The list of electives is broad in order to provide students some flexibility to choose courses that are related to their academic and career goals. Students will be advised to choose courses based on transfer options.

The three business courses (MNGT 121, 141, and 241) may only transfer to four-year institutions with a corporate/professional communication program, and students will be advised to consider specific transfer options to individual institutions. For example, the La Salle University School of Business will accept a combination of MNGT 121 and 141 as a BUS 203, with three credits counting for a specific course and three credits of elective. For La Salle's Communication Management and Public Relations tracks within the Communication major, MNGT 121 will transfer as BUS 101, and MNGT 141 would count as an elective. MNGT 241 is generally not a recommended transfer course, and students should be advised only to take this course to fulfill a specific personal or professional interest (i.e. the student is planning to enter or continue in the workplace with an Associates Degree).

### Directed Electives

- ENGL 120-Voice and Articulation
- ENGL 125-Community Involvement: Theory and Practice
- ENGL 131-Acting I
- ENGL 132-Acting II
- ENGL 137-Introduction to Theatre

LEAD 104- Introduction to Leadership Studies  
 SOC 101-Introduction to Sociology  
 SOC 212-Sociology of Marriage and Family  
 SOC 231-Social Problems  
 SOC 233-The Sociology of Ethnic and Minority Group Relations  
 ANTH 112-Cultural Anthropology  
 ANTH 202-Gender Roles in Cross-Cultural Perspective  
 PHIL 111-Critical Thinking  
 PSYC 101-Introduction to Psychology  
 PSYC 110-Introduction to Applied Psychology: Principles of Behavior in  
 Everyday Life  
 PSYC 221-Social Psychology  
 WS 101-Introduction to Women's Studies  
 MNGT 121-Introduction to Business  
 MNGT 141-Principles of Management  
 MNGT 241-Office/Supervisory Management  
 Any 200-Level English Course

7. Expand the choice of social science electives to include ANTH 112-Cultural Anthropology:

The choice of social science electives will be expanded to include ANTH 112 – Cultural Anthropology. The existing program limits choice of social science electives to SOC 101 or PSYC 101. All three social science disciplines- Psychology, Sociology and Anthropology- have made contributions to the modern study of communication. Communication patterns are an integral part of culture and therefore the anthropological study of various cultures is valuable to students who wish to understand communication. Like PSYC 101 and SOC 101, ANTH 112 is a course that is accepted for transfer at most four-year colleges.

#### **IV. EFFECTS OF THE PROPOSED REVISION**

This revision will increase the range of communication courses available both to students in the program and to students from other programs. The proposed changes emphasize the application of communication theory to multiple topics, and offer course material that is current and is similar to what is taught in communication studies programs at four-year colleges. Appendices D and E provide documentation from two four-year colleges who have indicated their willingness to accept the Communication courses. These changes will align the program with current trends at four-year institutions and the workplace, as well as attract students with a wide range of interests in communication.

The primary goals of this program revision are to develop and maintain a strong program of study in communication that:

- a) mirrors national trends in communication education,
- b) provides students with opportunities for transfer to four-year colleges in our region,
- c) provides students with a strong theoretical foundation, in addition to courses focused on various academic and career-related skills, and
- d) encourages students to explore other areas of interest that are related and relevant to the study of communication.

In addition to benefitting students in the Communication Studies Program, the proposed revision will benefit the College at large in two significant ways. First, with a program that is more focused and has a stronger theoretical foundation, the Communication faculty will be better able to serve the community through various educational programs and events. For example, many concepts that are taught in the existing courses, as well as the proposed new courses, can be presented through professional development seminars and workshops for various campus organizations and programs. In addition, there is great potential to expand the Communication Arts Festival to include programs that represent various career paths that Communication Studies majors can pursue. Second, with additional courses, students from other disciplines will have more options to supplement their programs of study. Group and Team Communication and Intercultural Communication will each provide instruction in areas that are relevant to a wide range of personal and professional goals.

This revision will also affect the Library, as the Library has agreed to begin subscribing to two additional journals.

- Journal of International and Intercultural Communication, Editor: Thomas Nakayama, Northeastern University (new library addition)
- Communication Education, Editor: Melanie Booth-Butterfield, West Virginia University (new library addition)

In addition they will continue to subscribe to the following journal:



- Quarterly Journal of Speech, Editor: John Louis Lucaites, Indiana University (currently held by the library and will be continued)

All three of these journals, produced by the National Communication Association are influential and collectively represent the latest ideas from the leading scholars in the field of communication.

## V. CATALOG

The existing catalog page for Communication Arts – Speech Option is as follows:

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
<b>FIRST SEMESTER</b>			
English 101- English Composition I		3	Composition
English 114- Introduction to Speech Communication	English 101, which may be taken concurrently	3	
English 137- Intro to Theatre	English 101, which may be taken concurrently	3	Interpretive & Humanities
Math elective (Math 150- or higher recommended) <sup>1</sup>		3	Math
PSYC 101-Introduction to Psychology OR SOC 101- Introduction to Sociology		3	Social Science
<b>SECOND SEMESTER</b>			
English 107- Society and Mass Communications	English 101, which may be taken concurrently	3	
English 115- Public Speaking	English 101 or 114, which may be taken concurrently	3	
English 102-English Composition II	English 101	3	Composition & Info Lit
Math elective (Math 150- or higher recommended) <sup>1</sup>		3	
CIS 103-PC Applications		3	Tech Comp
<b>THIRD SEMESTER</b>			
1 <sup>st</sup> Literature Elective—Choose one English 208, 209, 211, 212, 221, 222, 245, 246, 250, 251	English 101	3	
English 116- Interpersonal Communication	English 101 or 114	3	
Humanities Elective <sup>2</sup>		3	
Directed Elective—GEOG, HIST, POLS, or SOC		3	
Science Elective (with lab)		4	Science
<b>FOURTH SEMESTER</b>			
2 <sup>nd</sup> Literature Elective—Choose one: English 208, 209, 211, 212, 221, 222, 245, 246, 250, 251	English 101	3	
Humanities Elective <sup>2</sup>		3	
Directed Elective—ANTH, PHIL, HIST		3	
Directed Elective—ENGL 120, ENGL 205, or ENGL 271		3	
Science Elective <sup>3</sup>		3 or 4	
<b>MINIMUM CREDITS NEEDED TO GRADUATE</b>			<b>61</b>

### GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement and **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Writing Intensive and one course that is designated American/Global Diversity. The same course may be used to fulfill both requirements. A list of courses that fulfill these requirements and a more detailed explanation of the College's general education requirements appears elsewhere in this catalog and on [www.ccp.edu](http://www.ccp.edu).

1. For appropriate transfer credit, math courses should be taken in consultation with an advisor.
2. Students planning to transfer to a school requiring a foreign language are advised to take two semesters of foreign language as their humanities electives. For appropriate transfer credit, these courses should be taken in consultation with an advisor.
3. Some transfer institutions require 2 lab sciences. Take these courses in consultation with an advisor.

For More Information Contact:

The Division of Liberal Studies Room BR-21 , 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8431; or the College Information Center (215) 751 8010.

The proposed catalog page is as follows:

## **COMMUNICATION STUDIES PROGRAM**

The Communication Studies Program leads to the Associate in Arts (A.A.) degree. The Program gives students a concentration in the field of communication studies with a liberal arts foundation. The program is primarily intended for students seeking transfer to a four-year institution, although some graduates may plan on immediately entering the work force as communications professionals.

Surveys of employers conducted by the National Association of Colleges and Employers (NACE) and the new federal report “21<sup>st</sup> Century Skills for 21<sup>st</sup> Century Jobs” both stress the importance of interpersonal and professional communication competence as critical to success in virtually all fields.

### **Student Learning Outcomes**

Upon successful completion of this program, students will be able to:

- Apply the basic theories and principles of human communication to their lived experience in various contexts.
- Demonstrate a functional proficiency in oral communication, including one-on-one conversation, small group communication, and public speaking.
- Demonstrate a functional proficiency in written communication, especially as a mode of interpersonal communication.
- Demonstrate an understanding of communication ethics, with an ability to communicate in ways that promote dialogue, and demonstrate a basic sense of rhetorical sensitivity toward a diverse audience.
- Demonstrate an understanding of the value of knowledge of diverse cultures as it applies to communication competence.
- Recognize and apply multiple perspectives on communication events and situations.
- Recognize ways that other academic disciplines provide valuable insight into the study of communication.
- Demonstrate a refined ability to think critically, especially in regard to solving communication problems and in the consumption of various forms of media.
- Transfer to a broad range of four-year programs in communication, with a strong foundation in communication theory and practice.

### **Program Entry Requirements:**

The program is open to interested students. New students are normally required to take

the College's placement tests at their time of entry. Students who are identified as needing developmental course work must complete satisfactorily the appropriate English and mathematics courses as a part of their degree program.

**Program of Study and Graduation Requirements:**

A minimum of 61 credits and a grade point average of 2.0 ("C" average) are required for graduation.

Course Number and name	Prerequisite and Co prerequisites	Credits	Gen. Ed. Req.
<b>FIRST SEMESTER</b>			
ENGL 101-English Composition I		3	ENGL 101
Math 118-Intermediate Algebra <sup>1</sup>		3	Math
CIS 103-Applied Computer Technology		3	Tech Comp
ENGL 114-Introduction to Speech Communication	ENGL 101 which may be taken concurrently	3	
ENGL 117-Group and Team Communication	ENGL 101 which may be taken concurrently	3	
<b>SECOND SEMESTER</b>			
ENGL 102-English Composition II	ENGL 101	3	ENGL 102 and Info Lit
Science Elective--Lab		4	Natural Science
ENGL 107-Society and Mass Communications	ENGL 101 which may be taken concurrently	3	
ENGL 115-Public Speaking	ENGL 101 which may be taken concurrently	3	
ENGL 116-Interpersonal Communication	ENGL 101	3	
<b>THIRD SEMESTER</b>			
ENGL 118-Intercultural Communication	ENGL 101 which may be taken concurrently	3	
SOC 101-Introduction to Sociology or PSYC 101-Introduction to Psychology or ANTH 112, Cultural Anthropology		3	Social Science
Directed Elective – Choose One <sup>2</sup> ANTH 112 – Cultural Anthropology ANTH 202 – Gender Roles in Cross Cultural Perspective BHHS 105—Introduction to Group Dynamics ENGL 120 – Voice and Articulation ENGL 125 – Community Involvement: Theory and Practice ENGL 131—Acting I ENGL 132—Acting II ENGL 137 – Introduction to Theatre Any 200 level ENGL course LEAD 104 – Introduction to Leadership Studies MNGT 121 – Introduction to Business MNGT 141 – Principles of Management		3	

MNGT 241 – Office/Supervisory Management PHIL 111 – Critical Thinking PSYC 101—Introduction to Psychology PSYC 110 – Introduction to Applied Psychology: Principles of Behavior in Everyday Life PSYC 221—Social Psychology SOC 101—Introduction to Sociology SOC 212 – Sociology of Marriage and Family SOC 231 – Social Problems SOC 233—The Sociology of Ethnic and Minority Group Relations WS 101 – Introduction to Women’s Studies			
Humanities Elective <sup>2</sup>		3	Humanities
Literature Elective (200 Level) Choose from: ENGL 208, 209, 211, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, 265		3	
<b>FOURTH SEMESTER</b>			
General Elective <sup>2</sup>		3	
General Elective <sup>2</sup>		3	
General Elective <sup>2</sup>		3	
Directed Elective – Choose one from list above <sup>2</sup>		3	
Directed Elective - Choose one from list above <sup>2</sup>		3	
<b>MINIMUM NUMBER OF CREDITS NEEDED TO GRADUATE</b>		<b>61</b>	

#### GENERAL EDUCATION REQUIREMENTS

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement, the **Interpretive Studies** requirement and the **American/Global Diversity** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Writing Intensive one course that is designated Interpretive Studies and one course that is designated American/Global Diversity. The same course may be used to fulfill both requirements. A list of courses that fulfill these requirements and a more detailed explanation of the College’s general education requirements appears elsewhere in this catalog and on [www.ccp.edu](http://www.ccp.edu).

For More Information Contact:

The Division of Liberal Studies Room BR-21 , 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8431;  
or the College Information Center (215) 751 8010.

1. For appropriate transfer credit, math courses should be chosen in consultation with an advisor.
2. General electives and directed electives should be chosen in consultation with an advisor based on student's academic and career goals, as well as specific requirements of transfer institutions.

## Appendix A – Proposal for New Course – ENGL 117, Group and Team Communication

### Overview:

1. Catalog Description
2. Rationale
3. Learning Outcomes
4. Specific Topics
5. Class Activities
6. Possible Textbooks

### 1. Catalog Description

This course provides students with theory and skills specific to working in groups and teams. In this highly interactive and project-based course, students will explore ways that people think and behave in groups, the way groups make decisions, how to lead effective and efficient groups, and how to influence positive interaction and productivity. The skills and knowledge developed in this class will directly relate to group projects in other courses as well as in the workplace.

### 2. Rationale

Many instructors in a broad range of disciplines require students to complete small group projects. Increasingly, employers expect employees to tackle problems and contribute to the organization by working on teams. In order to address this developing trend, and to support the strong educational value of class projects, this course will provide students with basic skills and theoretical understanding needed to be active, valuable, contributing members of small groups. Students often are often apprehensive about undertaking group projects with classmates which is understandable, as many people have never had formal instruction in the basics of effective group membership. In this course, students will learn the basic theory underlying small group interaction, as well as how to lead groups and how to be productive members of groups.

As reflected in the classroom activities listed below, this course will introduce students some concepts and skills that are included in ENGL 114 – Introduction to Speech Communication, and ENGL 116 – Interpersonal Communication, but these concepts and skills will be applied to the specific context of working effectively and efficiently with others as a team. Also reflected in the classroom activities, in this class students will learn specific skills related to delivering effective and engaging presentations, as this is very often a primary goal of teams in college classes and the workplace. This component of the course will introduce students to some concepts and skills that are included in ENGL 115 – Public Speaking, but the application of those concepts and skills are significantly different in group presentations than in individual speeches.



### 3. Learning Outcomes

Students who complete this course will:

1. Be able to explain basic theories and concepts that relate to group and team interaction.
2. Understand how interpersonal communication skills influence group and team communication skills.
3. Possess several strategies and techniques for organizing and leading groups and teams.
4. Understand the various responsibilities of members, and how to manage groups.
5. Be prepared to take steps to resolve and manage conflict in groups and teams.
6. Have increased confidence and optimism in regard to working in groups and teams and the potential for groups and teams to produce quality work.
7. Possess specific skills regarding the presentation of work that is produced by the team, as well as knowledge of unique requirements of group presentations.
8. Be able to explain the value of teamwork in the workplace and be prepared to discuss their understanding of this concept with a potential employer in an interview.

### 4. Specific Topics:

1. The nature of groups; why we form groups and the communication patterns of people in groups.
2. Team work; why small groups can be an effective means of accomplishing goals.
3. Roles and responsibilities; developing functional groups that succeed.
4. Managing conflict in groups.
5. Group leadership and facilitation.
6. Group participation; being a productive teammate.
7. Conducting research in teams.
8. Group presentations.
9. Event planning, management and implementation.

### 5. Class Activities:

1. Semester project(s): students complete a major semester project in small groups (4-6) or as a class. The project is designed around a specific problem or need that is relevant to the CCP or local community. As a real example, a class at Delaware County Community College decided to raise money to begin a textbook fund for students, so they hosted a 5K race on campus. During the class they discussed the group process issues that emerged during the semester long project.
2. Guided textbook readings and discussions designed to provide students with relevant theory for the development of their own teams.

3. Classroom exercises designed to identify and practice specific interpersonal communication skills, such as listening, providing feedback, group facilitation, etc.
  4. Small group presentations. Students report to the class at various stages of the semester project.
6. Possible Texts:
- Communicating in Groups and Teams: Sharing Leadership*, 5th Edition, Gay Lumsden, Donald Lumsden, Carolyn Wiethoff.
- In Mixed Company: Communicating in Small Groups and Teams*, 7th Edition, J. Dan Rothwell.
- Communication in Small Groups: Theory, Process, and Skills*, 7th Edition, John F. Cragan, David W. Wright, Chris R. Kasch.
- A Systems Approach to Small Group Interaction*, 9<sup>th</sup> Edition, Stewart L. Tubbs.

Appendix B – Proposal for New Course  
ENGL 118, Intercultural Communication

Overview:

1. Catalog Description
2. Rationale
3. Learning Outcomes
4. Specific Topics
5. Class Activities
6. Possible Textbooks

1. Catalog Description

Students will explore how culture broadly defines, influences, and challenges communication. Students will develop greater competence in communicating with people from a wide variety of groups based on race, ethnicity, nationality, gender, age, social and economic status, sexual orientation, disability and religion.

2. Rationale

One of our primary missions of a community college is to help prepare students for success in the workplace. Employers rightfully expect that employees understand and embrace diversity and possess a basic level of competence in communicating with people from a broad range of backgrounds. CCP is an incredibly diverse institution, and although it provides an excellent venue for learning about culture and communication, it can also present significant challenges to students who are unprepared or inexperienced.

With these ideas in mind, a course in communication and culture is intended to take advantage of our diverse campus and provide students with the theory and skills necessary to communicate effectively, fairly, and peacefully with people of many different backgrounds. By learning about culture, and how culture influences and challenges communication, students develop critical thinking skills, learn to consider multiple perspectives, develop more sophisticated world views, and develop skills that are directly linked to becoming leaders in any organization.

3. Learning Outcomes

Students who successfully complete this course will:

1. Be able to interact with others in the workplace in ways that show respect for diversity and comply with anti-discrimination laws.
2. Demonstrate knowledge of current law as it applies to workplace communication.
3. Demonstrate an understanding of what culture is and the various cultures and subcultures they encounter on a regular basis.
4. Demonstrate a theoretical understanding of the relationship between culture and communication.

5. Demonstrate an understanding of various ways that culture can present barriers to communication, and strategies for overcoming those barriers.
6. Be able to utilize a set of skills for the management of conflict specific to intercultural communication.

#### 4. Specific Topics

1. The historical perspective on culture.
2. The evolution of culture and its effect on communication expectations.
3. The need for an ongoing development of communication competence.
4. Definition of worldview and the development of one's own worldview.
5. Cultural identity
6. Cultural values and their influence on perception
7. Language and culture
8. Nonverbal communication
9. The cultural context
10. A broad definition of culture that includes gender, age, religious/spiritual beliefs, etc.
11. At home; relevant issues regarding culture and communication on our campus and in our own communities.
12. At work; responsibilities of employers and employees regarding compliance with anti-discrimination laws.

#### 5. Classroom Activities

1. Writing and speaking exercises designed for students to explore their own cultural identity, develop a deeper understanding of how cultural identity influences perception and worldview, and articulate their identity with others.
2. Guided textbook and article readings with class discussions.
3. Interactive exercises designed to allow students to practice interpersonal communication skills specific to situations involving culture.
4. Class trips to various cultural locations/exhibits in Philadelphia and beyond.

#### 6. Possible Texts

*Communication Between Cultures*, 7<sup>th</sup> Edition, Larry Samovar, Richard Porter, and Edwin McDaniel.

*Intercultural Communication: A Reader*, 12th Edition, Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel.

*Among Cultures: The Challenge of Communication*, 2nd Edition, Bradford J. Hall.

*Intercultural Communication in Contexts*, 5<sup>th</sup> Edition, Judith Martin and Thomas K. Nakayama.

## Appendix C – Survey of Students in ENGL 115

## English 115 - Public Speaking

## Student Evaluation

Thank you for your participation in this class. Please take a few minutes to answer the following questions. The information received from this evaluation will be used to make ongoing changes and improvements to the Communication Arts curriculum and your assistance is greatly appreciated.

1. Please state you're major:  
  
If you are a communication major, please answer #2 and #3:
2. What specific area of communication do you wish to study or pursue a career in?
3. Currently there are two options for communication majors at CCP; Theatre and Speech. We are adding a third option, Mass Media. Out of the three options which would you be most likely to choose if you were just beginning your studies?  
  
a. Mass Media      b. Speech      c. Theatre
3. Please circle any courses you think you might be interested in taking if they were added to the catalog:  
  
Small Group Communication  
  
Intercultural Communication  
  
Advanced Public Speaking (115 - Public Speaking would be a pre-requisite)  
  
Public Relations
4. Based on your experience of this course, would you be likely to recommend that other students take it, regardless of their major?  
  
a. Yes      b. No
5. Please provide an explanation for your answer to #4:

6. Do you think that all students should be required to take this course?  
a. Yes            b. No
7. Please provide an explanation for your answer to #6:
8. Please explain one thing you learned in this class that you think was particularly helpful to you.
9. In your opinion, what was the primary goal of this course?
10. On a scale of 1 - 10 with 1 being not at all and ten being extremely so, how would you rate the extent that this course helped you become a better public speaker?  
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
11. On a scale of 1 - 10 with 1 being not at all and ten being extremely so, how would you rate the extent that this course helped you increase your communication competence in general (not just public speaking, but in other situations, like conversation or participating in other classes)?  
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
12. On a scale of 1 - 10 with 1 being low and 10 being high, how would rate this course in relation to others you have taken?  
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
13. Can you explain your response to #12?
14. On a scale of 1 - 10 with 1 being very easy and 10 very difficult, how would you rate this class?  
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

15. Please provide any other information at all that you think could improve this course, or help your instructor in teaching this course.

Survey Responses:

In ENGL 115, 57 total surveys completed, 11 Communication Arts Majors

1. Major: Broad range of responses
2. Area of study or Career Goal: Broad range of responses
3. Option Choice
  - A. Speech: 5
  - B. Mass Media: 5
  - C. Theatre: 1
4. Course you would consider taking.
  - A. Small Group Communication: 12
  - B. Intercultural Communication: 20
  - C. Advanced Public Speaking: 21
  - D. Public Relations: 19
5. Would you recommend ENGL 115?
 

Yes: 47  
No: 0
6. Should ENGL 115 be required by all students?
 

Yes: 46  
No: 6
7. Qualitative responses
8. Qualitative responses
9. Qualitative responses
10. On a scale of 1-10, to what extent did ENGL 115 help you become a better public speaker?
 

1...0  
2...0  
3...0  
4...0  
5...1  
6...1

7...4  
8...13  
9...16  
10...20

11. To what extent did this course increase your communication competence in general (not just public speaking)?

1...0  
2...0  
3...0  
4...1  
5...0  
6...1  
7...2  
8...14  
9...17  
10...21

12. How would you rate this course in comparison to others you have taken?

1...0  
2...0  
3...0  
4...0  
5...0  
6...1  
7...3  
8...21  
9...6  
10...22

14. How would you rate the difficulty of this course?

1...0  
2...0  
3...2  
4...3  
5...6  
6...6  
7...8  
8...8  
9...7  
10...13



Appendix D – Email from Phyllis Bean (Cabrini College) to Todd Jones regarding transferability of the proposed program revision

Todd,

I reviewed your Speech Curriculum Transfer Guideline and have some preliminary feedback. Three courses will meet our Communications major requirements. They are ENGL114 or 115, ENGL107 and ENGL116. The Communications major has a total of 40 credits in the major, as well as the core requirements and electives with a total of 123 needed to complete the degree. ENGL101 and ENGL102 will transfer as electives.

PSC101 or SOC101 will transfer as a core requirement and so will the MATH courses, one humanities elective, the two science electives, and CIS103. All other courses will transfer in as electives.

We no longer have a Cultural Diversity requirement. If a student graduates with an Associate Degree in the major, he/she will need to complete the following courses in the core, ECG250, ECG300 and a Religion course. All other core requirements not met will be waived. The Religion course can be completed at CCP but the ECG250 and ECG300 must be completed at Cabrini.

I hope this is helpful. Let me know if you have question.

Phyllis Bean  
Registrar  
Cabrini College  
610-902-8547  
Fax 610-902-8309  
pbean@cabrini.edu

### Appendix E

Below are two tables that were prepared by Elisabeth Woodward, Director of Admissions at Saint Joseph's University. In preparing the first table, she took the grid for the proposed CCP program and added (in red) a column on the right showing the SJU equivalency.

In preparing the second table, she took the SJU program in Communication and showed how the CCP courses would apply. Both table show that a student who completed the Communication-Communication Studies Program here at CCP would be well prepared to transfer to SJU and earn a bachelor's degree in communication.

Course Number and name	Prerequisite and Co requisites	Credits	Gen. Ed. Req.	SJU Transfer equivalency
<b>FIRST SEMESTER</b>				
ENGL 101-English Composition I		3	ENGL 101	ENG 1015 GER
Math 118-Intermediate Algebra <sup>1</sup>		3	Math	MAT 1015 GER
CIS 103-Applied Computer Technology		3	Tech Comp	DSS 1015 (Elective)
ENGL 114-Introduction to Speech Communication	ENGL 101 which may be taken concurrently	3		Elective
SOC 101-Introduction to Sociology or PSYC 101- Introduction to Psychology or ANTH 112, Cultural Anthropology		3	Social Science	Social Science GER ( 1of 2)
<b>SECOND SEMESTER</b>				
ENGL 102-English Composition II	ENGL 101	3	ENGL 102 and Info Lit	ENG 1105
Science Elective--Lab		4	Natural Science	Nat. Science GER (1 of 2)
ENGL 107-Society and Mass Communications	ENGL 101 which may be taken concurrently	3		Elective
ENGL 115-Public Speaking	ENGL 101 which may be taken concurrently	3		ENG 1155 Rhetoric Modern Practice
ENGL 116 - Interpersonal Communication	ENGL 101	3		Elective
<b>THIRD SEMESTER</b>				
ENGL XXX–Intercultural Communication		3		Elective
BHHS 105—Introduction to Group Dynamics		3		PSY 2725=Elective
Directed Elective – Choose One ENGL 120 – Voice and Articulation		3		Elective or GER Rec. choose (ANTH, SOC,

<p>ENGL 125 – Community Involvement: Theory and Practice</p> <p>ENGL 131—Acting I</p> <p>ENGL 132—Acting II</p> <p>ENGL 137 – Introduction to Theatre</p> <p>Any 200 level ENGL course</p> <p>LEAD 104 – Introduction to Leadership Studies</p> <p>SOC 101—Introduction to Sociology</p> <p>SOC 212 – Sociology of Marriage and Family</p> <p>SOC 231 – Social Problems</p> <p>SOC 233—The Sociology of Ethnic and Minority Group Relations</p> <p>ANTH 112 – Cultural Anthropology</p> <p>ANTH 202 – Gender Roles in Cross Cultural Perspective</p> <p>PHIL 111 – Critical Thinking</p> <p>PSYC 101—Introduction to Psychology</p> <p>PSYC 110 – Introduction to Applied Psychology: Principles of Behavior in Everyday Life</p> <p>PSYC 221—Social Psychology</p> <p>WS 101 – Introduction to Women’s Studies</p> <p>MNGT 121 – Introduction to Business</p> <p>MNGT 141 – Principles of Management</p> <p>MNGT 241 – Office/Supervisory Management</p>				<p>PSYC, WS) (2 of 3 social science elective)</p>
<p>Humanities Elective<sup>2</sup></p>		<p>3</p>	<p>Humanities</p>	<p>Recommended: PHIL 101, PHIL 211 or</p>

				PHIL 151/152
Literature Elective (200 Level) Choose from: ENGL 208, 209, 211, 212, 221, 222, 230, 232, 241, 245, 246, 250, 251, 256, 260, 265		3		ENG Major requirement
<b>FOURTH SEMESTER</b>				
General Elective <sup>3</sup>		3		Rec. HIS 101 or <
General Elective		3		Rec. HIS 101 or <
General Elective		3		Rec. Second Natural Science (does not need to be lab-oriented) Choose from
Directed Elective – Choose one from list above		3		Rec: Choose ANTH, SOC, PSYC (2 <sup>nd</sup> Social Science requirement)
Directed Elective - Choose one from list above		3		Choose 208 or < Level ENG lit. course
<b>MINIMUM NUMBER OF CREDITS NEEDED TO GRADUATE</b>		61		

	Department	Requirement	Course	Date	Credits
1	ENG 1005	Comm Skills			
2	ENG 1015	Expo and Arg	ENGL 101	CCP	3
3	ENG 1105	Lit and Comp	ENGL 102	CCP	3
4	History	Core	Rec. CCP General Elective HIS 101 or <	CCP	3
5	History	Core	Rec CCP General Elective	CCP	3
6	Language	Core			
7	Language	Core			
8	Math	Core	MATH 118	CCP	3
9	Math	Core			
10	PHL 1015	Human Person	Rec. CCP Humanities Elective- PHIL 101 or 211 or 151	CCP	3
11	PHL 1035	Moral			
12	Philosophy	Know and Reality Area			
13	Science	Core	Rec. CCP Natural Science w/lab	CCP	4
14	Science	Core	Rec. CCP Natural Science w/o lab	CCP	3
15	Social Science	3 courses from at least (2) different subject areas	(Choose CCP Soc Science List)	CCP	3
16	Social Science		Rec. Directed Elective: PSYC, ANTH, SOC, WS	CCP	3
17	Social Science		Rec. Directed Elective: PSYC, ANTH, SOC, WS	CCP	3
18	Theology	1105-1305			
19	Theology	1505-2005 Level			
20	Theology	1505-2005 Level			
21	<b>ENG 1155</b>	<b>Rhetoric Mod Prac</b>	ENGL 115	CCP	3
22	<b>ENG 2015</b>	<b>ENG 2015 or 2000 Level Brit/Irish Lit Course</b>			
23	<b>ENG 2205 or 2215</b>	<b>Shakespeare</b>			
24		<b>2005 to 2925</b>	Rec. Directed Elective: ENG 208 or <		3
25	<b>English</b>	<b>2005 to 2925</b>	Rec. Directed Elective: ENG 208 or <		3
26	<b>Comm Selection</b>	<b>Approved</b>			

27	Comm Selection	Approved			
28	Comm Selection	Approved			
29	Comm Selection	Approved			
30	Comm Selection	Approved			
31	Comm Selection	Approved			
32	General Selection	Elective	CIS 103	CCP	3
33	General Selection	Elective	BHHS 105	CCP	3
34	General Selection	Elective	ENGL 116	CCP	3
35	General Selection	Elective	ENGL 107	CCP	3
36	General Selection	Elective	ENGL 114	CCP	3
37	General Selection	Elective	ENGL XXX Intercult. Comm	CCP	3
38	General Selection	Elective			
39	General Selection	Elective			
40	General Selection	Elective			
<b>Requirements 22 to 31: Minimum four upper-level courses must be taken at Saint Joseph's University.</b>			<b>Credits to Date:</b>		<b>61</b>
			<b>Credits Remaining:</b>		<b>60</b>
			<b>Cum GPA:</b>		
<b>Credits not applicable to this major:</b>			<b>Institutional</b>	<b>Transfer</b>	
<b>Updated By:</b>			<b>Date:</b>		

## Appendix F—Curriculum Map

## Communication - Communication Studies Curriculum Map

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected

Courses	Intended Student Learning Outcomes			
	Apply the basic theories and principles of human communication to their lived experience in various contexts.	Demonstrate a functional proficiency in oral communication, including one-on-one conversation, small group communication, and public speaking.	Demonstrate a functional proficiency in written communication, especially as a mode of interpersonal communication.	Demonstrate an understanding of communication ethics, with an ability to communicate in ways that promote dialogue, and demonstrate a basic sense of rhetorical sensitivity toward a diverse audience.
ENGL 107 - Society and Mass Media	I, R			I, R
ENGL 114 - Intro to Speech Comm	I, A	I, A	R, A	I
ENGL 115 - Public Speaking	I, R, A	I, R, A	R, A	I, R, A
ENGL 116 - Interpersonal Comm	I, R, A	I, R, A	R, A	I, R
BHHS 105 - Group Dynamics	I, R, A	I, R, A		I, R
ENGL 118 - Intercultural Comm	I, R, A	I, R, A	R, A	I, R, A



Courses	Intended Student Learning Outcomes				
	Demonstrate an understanding of the value of knowledge of diverse cultures as it applies to communication competence.	Recognize and apply multiple perspectives on communication events and situations.	Recognize ways that other academic disciplines provide valuable insight into the study of communication.	Demonstrate a refined ability to think critically, especially in regard to solving communication problems and in the consumption of various forms of media.	Transfer to a broad range of four-year programs in communication, with a strong foundation in communication theory and practice.
ENGL 107 - Society and Mass Media		I, R		I, R, A	I, R
ENGL 114 - Intro to Speech Comm	I	I, A	I, A	I, R, A	I
ENGL 115 - Public Speaking		I, R	I, R	R	I, R
ENGL 116 - Interpersonal Comm	I, R	I, R	I, R	I	I, R
BHHS 105 - Group Dynamics	I, R	I, R	I, R		I, R
ENGL 118 - Intercultural Comm	I, R, M, A	I, R, A	I, R	I, R	I, R

With the exception of Learning Outcome #3 (which was introduced in Engl 101), any outcome addressed by a given course is designated as "Introduced," since none of the courses in this program require prerequisites.