

Report from UGSC Communications (C-designated) subcommittee

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A committee of the faculty with expertise in communications (Hannah Ringler, Naum Neskoski, Mohamed El Marzouki), has reviewed the syllabus for **COM 212/CAPS 052: Telling Your Story: Advanced Language Skills for Academics and Work**.

We unanimously voted that this class does meet the newly proposed C outcomes that have been presented to UGSC, and should be given the C designation in the bulletin. Below is a description of how each outcome is met by the course.

1. Students can critically read and analyze a variety of texts (e.g., news articles, academic papers, data sets) in order to develop their own claims in writing.

Students start each major project by taking notes on sources related to their topic. Information from these sources seems to be used throughout the development of the project, as they develop their own claims.

2. Students can craft a text with attention to audience, purpose, context, and conventions.

Students are provided specific genres to produce (interview responses, stories, proposals), which are evaluated based on the ways they meet genre expectations.

3. Students can revise their text through participation in multiple phases of the writing process (e.g., pre-writing, drafting, revising, peer-review, editing).

The proposal development project has several graded assignments which build upon each other. The grades and feedback on these assignments allow students to revise their writing over time based on feedback.

4. Students can appropriately use evidence (e.g., data, cited sources) as part of their argument.

Students are asked to produce a proposal which is based on information from their field; Students are asked to produce a personal story which is based upon specific information from their own lives.

5. Students can present an effective argument in the appropriate medium of communication, which can include written visual, oral, or other emergent forms of communication.

Students are asked to argue in oral and written forms, and are evaluated on the effectiveness of each.

6. Students can communicate specialized knowledge appropriately for an audience.

Students are asked to present specialized knowledge about their proposed solution of a problem that faces their academic field.