General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Hugh Downs School of Human Communication (CHUMCOMM)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
COM	259	3

Course Information
Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Communication in Business and Professions

Course Catalog Description

Interpersonal, group, and public communication in business and professional organizations.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): non-Communication student; minimum 25 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

College of Integrative Sciences and Arts (CBIS)
Dean, New College of Interdisciplinary Arts and Sciences (CASDN)

Statement of Support #1	Statement of Support #2	Statement of Support #3
cisa support civi.pdf	West Valley support civi.pdf	No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

Syllabus for DEV_COM259_2024_AB (1).pdf

Governance and Civic Engagement (CIVI)
Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:
1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:
1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Intercultural Communication: Discussion

Overview
To what extent does culture influence your behavior, presentation of yourself, or your interactions with others? In this discussion board assignment, we will explore the concept of intercultural communication and its significance in promoting the common good within diverse societies. Participants will engage in thoughtful dialogue about how effective communication across cultures can lead to mutual understanding, respect, and collaboration, ultimately benefiting communities and society as a whole.

Instructions
First, think about a time in which you had to manage your face during a given interaction.
1. Do you think the context influenced your behavior?
2. How do you think your culture influenced the way you behaved, presented yourself, or interacted with others in that situation?
Next, briefly discuss how your cultural values influence the negotiation of your presentation of yourself to others?
1. For example: In school, with your family, at work, or with friends.
Then, describe the practical and ethical ways in which you can aim to improve your own intercultural competence?
Finally, discuss how an understanding of differences in the common good can foster advanced intercultural understandings.

Finally, reply to two of your classmates. Consider one of the following prompts to continue the conversation:
1. Consider your classmate's example on managing 'face'.
2. Share your thoughts on your classmate's discussion on their culture/behavior/presentation of self.
3. Provide at least one idea that connects to this module's readings/lectures.
4. Connect your response to a broader context that continues the discussion.

RUBRIC
Harmonize Discussion Rubric
Harmonize Discussion Rubric
This criterion is linked to a Learning Outcome
Original Post
Student completes all requirements of the
discussion prompt
12 pts
Exemplary
Provides in-depth and comprehensive responses, directly addressing the prompt.
10 pts
Proficient
Provides thorough responses, mostly addressing the prompt.
8 pts
Satisfactory
Provides adequate responses, addressing the prompt with some gaps in depth or detail.
6 pts
Needs Improvement
Provides incomplete responses that only partially address the prompt.
4 pts
Unsatisfactory
Provides minimal responses that do not adequately address the prompt.
12 pts
This criterion is linked to a Learning Outcome
Response Post 1
Student responds to peer with 100-125 word reflection that includes: Seeking clarification,
Offering tips, sharing a resource, connecting ideas, or providing a new idea
4 pts
Exemplary
Actively engages peer through thoughtful and constructive feedback
3 pts
Proficient
Some engagement with peer through feedback or follow-up questions though not as proactive
or sustained.
2 pts
Satisfactory
Engages peer through basic feedback, with limited depth or follow-up.
1 pts
Needs Improvement
Minimally engages peer, providing limited or superficial feedback.
0 pts
Unsatisfactory

Does not engage with peers, or provides irrelevant or no feedback.
4 pts
This criterion is linked to a Learning Outcome
Response Post 2
Student responds to peer with 100-125 word reflection that includes: Seeking clarification, Offering tips, sharing a resource, connecting ideas, or providing a new idea
4 pts
Exemplary
Actively engages peer through thoughtful and constructive feedback
3 pts
Proficient
Some engagement with peer through feedback or follow-up questions though not as proactive or sustained.
2 pts
Satisfactory
Engages peer through basic feedback, with limited depth or follow-up.
1 pts
Needs Improvement
Minimally engages peer, providing limited or superficial feedback.
0 pts
Unsatisfactory
Does not engage with peers, or provides irrelevant or no feedback.
4 pts
Total Points: 20

 [Edit Assignment Settings](#)
[SpeedGrader](#)

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Civil Communication: Discussion

Overview
You may find yourself disagreeing with some of the posts in this discussion board. It is an excellent opportunity to practice some of the ideas you have read about and listened to in the lectures. Work to "suspend" your immediate emotional reactions (see Lecture One) and truly think about how your posted response can extend the discussion in civil and productive ways.

Prompt
First, choose one of the following contexts and explain how communication within this context would benefit from **civil communication (civil listening, civil speech, Civil Dialogue)**.
1. Politics (debates, campaign ads, speeches)
2. Social Media (videos, comments, virtual communities)
3. Workplace (relationships, meetings, policies)
Your post must utilize **three terms** from the readings or lectures and these terms must be applied accurately to the example you are using or the point that you are making. **Bold** your term and put the source in parentheses at the end of the sentence.

For example: "Meetings at work would be much better if people didn't use nonlistening behaviors such as **ambushing.** One of my colleagues pretends to listen to others' ideas, but mostly they do that to argue that their idea is better." (Lecture #Two)

You are encouraged to use examples from your own life that you have either witnessed or experienced. You may not use "ambushing" in this discussion board.

Then, reply to your classmates:

Respond to two of the original posts in the discussion and use **one new term** to extend the post and bring in additional information.

You should **bold** your new term and put the source in parentheses at the end of the sentence.

Your response post should extend the goal of the discussion: to explain how politics, social media, and workplaces would benefit from civil communication.

RUBRIC

Harmonize Discussion Rubric

Harmonize Discussion Rubric

This criterion is linked to a Learning Outcome

Original Post

Student completes all requirements of the
discussion prompt

12 pts

Exemplary

Provides in-depth and comprehensive responses, directly addressing the prompt.

10 pts

Proficient

Provides thorough responses, mostly addressing the prompt.

8 pts

Satisfactory

Provides adequate responses, addressing the prompt with some gaps in depth or detail.

6 pts

Needs Improvement

Provides incomplete responses that only partially address the prompt.

4 pts

Unsatisfactory

Provides minimal responses that do not adequately address the prompt.

12 pts

This criterion is linked to a Learning Outcome

Response Post 1

Student responds to peer with 100-125 word reflection that includes: Seeking clarification, Offering tips, sharing a resource, connecting ideas, or providing a new idea

4 pts

Exemplary

Actively engages peer through thoughtful and constructive feedback

3 pts

Proficient

Some engagement with peer through feedback or follow-up questions though not as proactive or sustained.

2 pts

Satisfactory

Engages peer through basic feedback, with limited depth or follow-up.

1 pts

Needs Improvement

Minimally engages peer, providing limited or superficial feedback.

0 pts

Unsatisfactory

Does not engage with peers, or provides irrelevant or no feedback.

4 pts

This criterion is linked to a Learning Outcome

Response Post 2

Student responds to peer with 100-125 word reflection that includes: Seeking clarification, Offering tips, sharing a resource, connecting ideas, or providing a new idea

4 pts

Exemplary

Actively engages peer through thoughtful and constructive feedback

3 pts

Proficient

Some engagement with peer through feedback or follow-up questions though not as proactive or sustained.

2 pts

Satisfactory

Engages peer through basic feedback, with limited depth or follow-up.

1 pts

Needs Improvement

Minimally engages peer, providing limited or superficial feedback.

0 pts

Unsatisfactory

Does not engage with peers, or provides irrelevant or no feedback.

4 pts

Total Points: 20

 [Edit Assignment Settings](#)

[SpeedGrader](#)

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Overview

For this assignment, you will develop and deliver an informative speech about a current public speaker who is using public speaking to advocate for social change. As you complete this assignment you will combine the content from the competencies on presentation delivery skills and speech design skills. This assignment assesses the learning objectives for both competencies.

It is important to use the skills you have just learned about in a concrete and meaningful way to help you cement your learning so that the next time you are called upon to deliver a presentation, you will know the steps you need to take to prepare well and to impress your audience. Mastering professional delivery can take a while and with practice you will improve. Each time you use the professional presentation development skills in crafting excellent content you will progress.

Tools needed: A computer with a camera, Zoom, a PPT slide deck or a downloaded Google Slides deck, the speech template provided below.

Instructions

Step 1. **Choose a speaker** you admire who competently uses public speaking to advocate for social change. You can use your example from the Harmonize prompt in this module or find another example. Think about audience analysis as you pick a presenter to highlight.

 Step 2. **Research your speake**r locating at least two credible sources of information. The sources could be from the speaker's website, from an article written about the speaker, and/or an interview with the speaker. These sources of evidence should be either qualitative or quantitive in nature.

Step 3. **Develop two to three main points about the speaker** which answer the following questions. Use evidence to support your points. Cite your evidence as needed. Example points:

1. Describe the speaker:
1.a. Who is this person?
1.b. What are they trying to change?
1.c. Why are they trying to change it?
2. What are they doing to promote social change?
2.d. What actions are they taking?
2.e. How effective is it?
2.f. What is your educated opinion on why they are successful?

*Be sure to include course concepts and terms from competencies learned up to this point in the course.

Step 4. Describe at least 3 reasons why they are competent in using public speaking to promote social change. Use specific elements from the public speaking learning materials to discuss the speaker's professional delivery and content creation.

Step 5. Develop your speech, **including** an introduction, insert transitions and your conclusion. Follow the template below. Review the material in the lecture entitled: "Finishing Touches".

Step 6: Create a visual aid that supports your content. For a short speech, 2 to 3 slides will be enough. Include a photo of your chosen speaker, their name, and the social change they work for at the very least.

Step 7: Create your speaking notes and practice your content and time yourself. You need to be able to look into the webcam camera and speak to your audience.

Step 8: **Use Zoom with your slides as the background to record** your 2–3-minute speech. C**reate** a public or private youtube link to **upload for submission**.

Once you have enough detail and have practiced your content, and have created your visual aid, record your speech. Make sure that you are using good eye contact and gestures during your presentation. Make sure you have vocal variation, good volume and an appropriate speaking rate. In addition, make sure that when you record your video you've considered the lighting, the environment and the sound of your recording.

Rewatch any of the [lectures on online presence](#) to help you plan delivery. Follow this brief template for crafting your content in this presentation.

[How to access Zoom](#)

[How to record on Zoom using slides as your background](#)

[How to upload your recording to Youtube](#)

[Zoom Meeting Best Practices](#)

[Click here for the example speech template](#)

Follow this template to craft your content.

 Introduction:

1. Catch our attention
2. State your thesis
3. Establish your credibility
4. Craft your preview

 Body:

1. **Describe the speaker**:
1.a. Who is this person?
1.b. What are they trying to change?
1.c. Why are they trying to change it?
2. **Transition statement**
2.d. **What are they doing to promote social change?**What actions are they taking? How effective is it?
2.e. What is your educated opinion on why they are successful?

0.a. Use evidence to support your points. Cite your evidence. (**Required)**
0.b. Be sure to include course concepts and terms from Mod 2 and Mod 3 to support your points.
1. **Transition statement**
2. **Describe at least 3 reasons** why they are competent in using public speaking to promote social change.
2.c. Use specific elements from Module 2 and 3 to discuss the speakers professional delivery and content creation.

Conclusion:

1. Restate your thesis
2. Review your main points
3. End with a punch.

1. Recording is created with Zoom using your slides as a background.
2. Submit a *public* or *invisible* youtube link. Links that are inaccessible or set to *private* will earn a zero
3. 2-3 minutes in length
4. include all elements of the template
5. terms and concepts included from the text
6. **two citations are vocally included** where appropriate
7. **visual aids are** *required* **for this speech.** Follow the guidelines of 5 presented in your Module 2 lecture "Creating visual aids to add impact."
8. incorporate best practices from readings and lectures on online presence including environmental, physical, and vocal delivery during this speech.

1. Ensure your speech clearly and thoroughly answers the question provided **in the template and requirements!**
2. Your visual aid should support your content and align with the guidelines presented in the course material.
3. Your recorded video demonstrates your ability to present a professional presence with excellent physical, vocal and online presentation techniques.

Content quality: The speech clearly highlights a current speaker, within the past 5 years, who is using public speaking to advocate social change. All of the questions are answered clearly and supported with evidence.

Support: There is a variety of support in each main point. At least two credible sources, using either quantitive or qualitative data, are vocally cited including the author, credentials, publisher and date.

Organization: The presentation includes a 4 point introduction, a body consisting of 2 to 3 main points and a 3 point conclusion. Transitions are used effectively throughout the speech.

Craft: The speech demonstrates attention to audience analysis in language and content. Excellent attention getting devices are used at the start and at the end of the presentation.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

1. Articulate diverse perspectives on the common good (CIVI LO 1, Group 2)

2. Demonstrate the ability to utilize effective civil communication in the presence of dissenting opinions and experiences. (CIVI LO 2, Group 2)

3. Communicate arguments, narratives or information using qualitative or quantitative evidence (CIVI LO 3, Group 2)

4. Collaborate effectively in teams (CIVI LO 2, Group 2)

5. Identify and improve their leadership styles

6. Integrate communication and research skills to create a professional presentation

7. Evaluate the performance of team members based on clearly defined objectives and present that assessment in an honest, yet constructive manner.

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Kristin Dybvig-Pawelko - December 2, 2024 at 3:45 PM (America/Phoenix)

Department Approval

Approved

Kristin Dybvig-Pawelko - December 2, 2024 at 3:48 PM (America/Phoenix)

Sarah Tracy

Belle Edson

GSC Coordinator Review

Approved

TJ Robedeau - December 3, 2024 at 2:21 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - December 4, 2024 at 12:24 PM (America/Phoenix)

Please add the grading breakdown in the syllabus (the % breakdown for the different types of assignments that make up the total grade).

For each of the assessments listed for the learning outcomes, please provide the grading rubric or a description of how the students will be graded on the content. This information will allow the General Studies Council determine if the assessment is appropriately measuring the learning outcome.

If you have any questions, please email me: azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Kristin Dybvig-Pawelko - December 5, 2024 at 10:29 AM (America/Phoenix)

Department Approval

Approved

Kristin Dybvig-Pawelko - December 5, 2024 at 10:30 AM (America/Phoenix)

Sarah Tracy

Belle Edson

GSC Coordinator Review

Approved

TJ Robedeau - December 9, 2024 at 9:29 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - December 9, 2024 at 11:56 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - December 11, 2024 at 9:47 AM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - January 24, 2025 at 10:57 AM (America/Phoenix)

R&R We are looking for the course content as presented by LOs to be focused on the common good as a topic itself. Description of common good itself should provide enough detail to show how it measures LO. It appears that in this course that intercultural communication is a common good, but the documentation in Kuali does not support this. Tangential consideration of theories regarding the common good is an insufficient argument for CIVI designation.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Kristin Dybvig-Pawelko

College Notification

Notification

Amanda Smith

Jenny Smith