

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
New College of Interdisciplinary Arts and Sciences (CAS)	School of Social and Behavioral Sciences (CSOC&BEH)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
COM	328	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Communicating Science

Course Catalog Description

Applies the fundamentals of public speaking and communication theory to technical and scientific presentations. Prepares students to communicate science and technology subject matter through presentations to the general public. Students adapt complex messages for a variety of audiences through traditional and multimodal presentations.

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

Prerequisite(s): ENG 101, 105, or 107 with C or better; Credit is allowed for only COM 328 or COM 394 (Communicating Science) or LSC 394 (Communicating Science) OR Visiting University Student

Is this a crosslisted course?

No

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

No

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

Social and Behavioral Sciences (SOBE)

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

[COM 328 Syllabus.pdf](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

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.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

The Research Interview assignment will incorporate a qualitative data approach, interviewing, to help students understand how the scientific phenomena being explored impact the broader community.

Research Interview

Guidelines

Topic

- Choose one or two specific aspects of your scientific topic for which you will conduct an interview. Ensure these aspects are complex enough to fill the 18-20 minute interview but narrow enough to allow for deep discussion.
- Clearly define the purpose of the interview: What are you trying to convey to the audience? Is it to inform, clarify, or expand on the topic? What is it the audience should do with this information after your presentation?

Interview Structure

- Introduction (2-3 minutes): Provide a brief overview of your topic to set the context for the audience. State the specific aspect of your topic you'll focus on during the interview.
- Body (14-16 minutes): Engage in a back-and-forth discussion with the interviewer. Offer insights, explain key points, and respond to follow-up questions in depth. Remember to use examples or data to support your statements.
- Conclusion (2-3 minutes): Summarize the main points discussed, clarify any complex ideas, and conclude the conversation with a final thought or call to action as to how the audience can use the information from the interview (depending on the nature of your topic).

Communication and Presentation Techniques

-Effective Use of Voice

Vary your tone, volume, and speed to emphasize important points, and avoid monotony. Use pauses for effect or to allow time for the interviewer or audience to absorb information.

- Clarity

Speak clearly and avoid jargon. If you must use specialized terms, briefly define them to ensure your audience understands.

- Engagement

Listen carefully to the interviewer's questions and actively engage in the conversation. Avoid overly scripted responses to maintain a conversational flow.

Audio Quality

-Make sure your recording environment is quiet to avoid distractions in the background. Use a microphone or device that can capture clear audio.

- Ensure that both you and the interviewer are clearly heard in the recording.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Research Activities

Purpose:

To gather and evaluate information and resources for your STEM presentations and draw connections between how those findings impact human behavior.

Assignment:

To develop informed presentations you will be collecting and evaluating sources. You will be collecting the first set of sources to support your presentations. For the first presentation, you will find **4 sources; 2 must be peer-reviewed and 2 should be legitimate sources**. Please avoid

unattributed websites or articles. For each source please describe the strengths and limitations of the scientific method used to collect and evaluate data. Finally, please explain how the research impacts or predicts human behavior.

Submission:

The research should be submitted in [APA format](#), you do not need a cover page. For each source, you will provide the reference followed by an annotation or summary of the article and an evaluation of the strengths and weaknesses of the scientific method.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Scientific Podcasting

For this assignment, students will use the findings from peer-reviewed qualitative and quantitative research and an in-depth interview to create a podcast episode. The podcast aims to convey key takeaway messages to a generalized audience. The final podcast should be 15 - 18 minutes long and provide an engaging overview of the key takeaways.

Podcast Purpose

Translate the scientific concepts discussed in the peer-reviewed qualitative and quantitative research and during the interview into a format that is engaging, clear, and accessible to a broad, non-expert audience.

Podcast Structure

Introduction (1-2 minutes): Briefly introduce the topic you will be exploring in the podcast.

Main Content (10-14 minutes): Summarize the key takeaways from the peer-reviewed articles and the interview, using quotes from the interview to emphasize important points. Aim to explain complex ideas in simple terms without sacrificing accuracy.

Conclusion (2-3 minutes): Wrap up the podcast with a summary of what the audience should take away and highlight the broader implications of the expert's work for science or society.

Podcast Style and Delivery

Pay attention to vocal delivery: speak clearly, use pauses effectively, and vary your tone to maintain listener interest. You may add sound effects or background music, but keep it subtle and professional to enhance, not distract from, the content.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE 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 SOBE learning outcome.

Upon completion of the course students will be able to:

1. Define science communication in its historical and contemporary forms. [SOBE LO 1]
2. Identify the challenges and obstacles to communicating science. [SOBE LO 3]
3. Identify and analyze the varied audiences of science communication. [SOBE LO 2]
4. Modify complex scientific information into messages appropriate for specific audiences. [SOBE LO 3]
5. Prepare messages through a variety of modalities, including face-to-face presentation, video, podcast, social media, and visual presentation. [SOBE LO 2]

6. Conduct demonstrations while speaking.
7. Deliver messages applying the principles and skills of successful oral communication.
8. Assess the effectiveness of science messages for a general public through self-reflection and peer feedback. [SOBE LO 2]
9. Evaluate the scientific method of research employed to build scientific presentations. [SOBE LO 2]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Bethney Michaels - December 12, 2024 at 11:12 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - December 30, 2024 at 4:28 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - January 2, 2025 at 3:14 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - January 2, 2025 at 4:14 PM (America/Phoenix)

For the assessments, please provide more information demonstrating how the assignment assesses the specific learning outcome. This information is needed for the General Studies Council so they can determine if the assessment appropriately measures the learning outcome. If you have any questions, please email me at: azuma@asu.edu.

Form Submission - Proposer

Submitted for Approval | Proposer

Bethney Michaels - February 14, 2025 at 8:54 AM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - February 14, 2025 at 10:04 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 17, 2025 at 9:07 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 12:52 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 1:23 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 8:54 AM (America/Phoenix)

Revise and Resubmit: Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on the following feedback. For LO1 it is not clear how this assignment relates to using social science to examine or explain human behavior. Additional detail on who students are interviewing or specific requirements about the content of the interview would be helpful in understanding how the assessment is measuring the learning outcome. For LO2, the assessment is unclear regarding its focus on the strengths and limitations of social science methods in explaining human behavior.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores
Lauren Bates
Alisha Von Kampen

Proposer Notification

Notification

Bethney Michaels

College Notification

Notification

James Corbeille
Morgan Johnson

ATCS Notification - ASU Course

Notification

Bryan Tinlin
Jessica Burns
Michele Devine

DARS Notification

Notification

Leticia Mayer
Peggy Boivin

EdPlus Notification

Notification

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Sarah Shipp

Bronson Cudgel
