Course Description
Capstone course that guides student in applying key communication theories and research to students' chosen specialization. Emphasis on pivotal role of communication professionals in organizations.
Prerequisite: Completion of at least three core communication courses or consent of advisor.

Course role in the program/major:
This course is part of the Bachelor of Arts in Communication

Prerequisites
No prerequisites for this course

Course Objectives
Cognitive Learning Outcomes
To demonstrate Intellectual Growth and Competence through the Communication major, students will:
1. Acquire, comprehend, organize, and apply knowledge within the major area.
   a. Use research databases to discover, interpret and integrate reliable research within the field of communication.
   b. Understand the core knowledge within the discipline of communication.
   c. Understand the principles of managing communication in an applied setting.
   d. Organize thoughts and competently express them in writing, through speech and in visual forms.
2. Analyze and evaluate knowledge within the major area.
   a. Analyze an audience in order to effectively construct messages.
   b. Use critical thinking skills to evaluate the merit of published sources for support of messages or arguments.
   c. Question and appraise the legal, ethical, and moral aspects of communication in relational, organizational, and mass media contexts.
3. Solve problems presented by the major field.
   a. Evaluate and debate real-world issues in order to formulate, implement, and assess recommendations and practical solutions for addressing social problems.
   b. Facilitate group, relational and intercultural interaction to recommend communication solutions.
   c. Complete communication audits to determine ways to improve leadership, cooperation, conflict management, efficiency, and organizational cohesion.
4. Demonstrate oral and written competence in the major field.
   a. Present compelling speeches effectively to inform, persuade, and/or entertain a specified audience.
   b. Write clear, concise messages tailored to an audience and desired outcomes.
   c. Demonstrate an ability to competently communicate in a variety of writing styles including strategic, journalistic and academic.
   d. Integrate a range of methods and supporting media to enhance performance skills.

Affective Learning Outcomes
5. Describe the significance and value of the major in meeting the needs of a global community.
   a. Develop and articulate a statement of ethical standards for behavior related to the major that reflects one's respect different ideas, peoples and cultures, and an understanding of the responsible uses of technology.
   b. Demonstrate an understanding of the potential for communication as a method of service to the individual, community, and society.
Recognize the advantages, disadvantages, and ethical dilemmas of digital communication and new technologies.

6. Exhibit behaviors indicative of continued learning in the field.
   a. Demonstrate an awareness of current trends, issues, and methods in the field through training and development, professional organizations, publications, conferences, internships, online research, and personal writing or production.
   b. Participate in activities that extend beyond the classroom to enrich the core knowledge of the field.

Achievement of all learning outcomes is demonstrated through the capstone course, Seminar in Applied Communication.

**Required Text and Other Materials:**
- None

**Course Assignment Descriptions:**

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the Course Materials section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion Participation:** Each week you must submit (post) a response to the weekly discussion topic(s). Then, after reading the postings made by other students, you must reply to a minimum of two of your coursemates.

- **Initial Substantive Posts:** Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

- **Required Replies:** You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

- **Posting Guidelines:** Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

Please refer to the Policies section in Blackboard for further Discussion Participation details.

**Assignments**

**Learning Outcomes Reflection Essays**

During this course, you will be asked to reflect on your course of study. During weeks 1, 3 and 5, you will compose a 2-3 page reflective essay, addressing the learning outcomes as they pertain to what you have learned throughout your degree program. In your essay:

- Identify the course related to your achievement of the outcome elements listed in the weekly materials. (Some elements may be covered in more than one course).
- List assignments, projects, group activities that helped you in your learning. If possible, upload a copy of the actual document you submitted for the class. Please see the course materials for further clarification.
Your reflections should be submitted in the following order:

- **Week 1:**
  - Use research databases to discover, interpret and integrate reliable research within the field of communication.
  - Understand the core knowledge within the discipline of communication.
  - Understand the principles of managing communication in an applied setting.
  - Organize thoughts and competently express them in writing, through speech and in visual forms.

- **Week 3:**
  - Analyze an audience in order to effectively construct messages.
  - Use critical thinking skills to evaluate the merit of published sources for support of messages or arguments.
  - Question and appraise the legal, ethical, and moral aspects of communication in relational, organizational, and mass media contexts.
  - Evaluate and debate real-world issues in order to formulate, implement, and assess recommendations and practical solutions for addressing social problems.
  - Facilitate group, relational and intercultural interaction to recommend communication solutions.
  - Complete communication audits to determine ways to improve leadership, cooperation, conflict management, efficiency, and organizational cohesion.

- **Week 5:**
  - Present compelling speeches effectively to inform, persuade, and/or entertain a specified audience.
  - Write clear, concise messages tailored to an audience and desired outcomes.
  - Demonstrate an ability to competently communicate in a variety of writing styles including strategic, journalistic and academic.
  - Integrate a range of methods and supporting media to enhance performance skills.

**Professional Philosophy**

Compose a professional philosophy, summarizing your personal beliefs, attitudes, and values in the context of your major field of study. This assignment demands reflection on basic principles in the major and your response to these principles.

The Professional Philosophy assignment is intended to provide a forum for putting into practice the values segment of the breadth area requirements. The objective is to address key components of personal beliefs, attitude and values as they pertain to your degree in Communication studies. This assignment is about issues of morality and conviction applied to practice. You are encouraged to clearly delineate what you value in your current and upcoming professional life and to identify key religious, educational, ethical, family, relationship, and life underpinnings contributing to these values. In your paper, please address the following issues:

1. How does your choice of major and a profession reflect upon you as a person? How does it reflect upon your personal and family history? Relationships? Religious views?
2. Why do you believe that you are a “fit” for your profession? What is it about your personal qualities, beliefs and values that can help you serve and advance this profession?
3. Cite five (5) firm principles, axioms or postulates (values, ethics, and beliefs) that will guide you in your work in your chosen profession. (Be personal; do not just reiterate values, ethics or beliefs that you have heard about during your major.)
4. Comment upon the current state of principles and values illustrated by professionals in your chosen field. Are high moral and ethical values being practiced? Include examples of individuals or practices of highest moral and ethical character in your profession.
5. How will you personally address moral and ethical shortcomings or failures in your chosen profession?

Discuss the above general and specific issues in a 2-3 page paper. Use the specific affective learning outcomes for the program (listed in the course materials) to guide your thoughts. If applicable, reference specific coursework that has shaped your views today.

**Final Project** For this capstone course, you will be completing a final cumulative project that showcases your course of study and your career ambitions. Projects should be academically based in research and applicable to your personal career, situation or experience. Your project should:

- involve research
- demonstrate your knowledge of the topic
- demonstrate your ability to think and write critically
- apply your knowledge of history and your course of study to make a scholarly contribution to the discipline of Communication
You will work on your final project in stages during this course. No matter which project you are choosing, you should submit the following during the applicable weeks:

- **Week 2**: Project Topic Proposal: In week 2, submit a 1-2 page proposal of the project you have chosen, the topic you are gearing it toward and the significance to your studies or career goal. This should be a brief abstract of the objective, scope and outcome of your final project. **25 points**

- **Week 4**: Review of literature/resources list: In week 4, submit 5-10 (or more if necessary) resources, articles, readings and sources that will be used and referenced in your project. These resources should be organized into categories such as: primary sources, secondary sources, artifact collection, web links, articles, scholarly publications, etc. Include a brief description of each resource and it's relevance to your project. These citations should be listed in APA format. **50 points**

- **Week 5 or 6**: Submit a draft of your project. If you have chosen an electronic (web based) option you may submit the link to your instructor via the assignment dropbox, located in the course menu. The draft is strictly for review and feedback, but you will earn **20 points** for submission.

- **Week 8**: Submit your final project for grading and to the discussion board for peer feedback. **200 points**

**What kinds of projects are acceptable?**

The goal of this capstone project is to address your personal situation and your course of study. Therefore, you will be able to choose the focus of your project. Potential projects include, but are not limited to:

**Option 1- Curriculum Guide: A curriculum guide is a practical guide designed to aid teachers in planning and developing a teaching unit for specific subject areas. This type of project would be applicable if you plan on teaching Communication. A curriculum guide should contain:**

- 7-10 units/lessons on a specific subject or theme in Communication. Each unit should be written in lesson plan format with listed materials, student centered objectives, activities and assessment procedures. To view a sample curriculum guide click the following link: [http://www.njstatelib.org/NJ_Information/Digital_Collections/AAHCG/unit1.html](http://www.njstatelib.org/NJ_Information/Digital_Collections/AAHCG/unit1.html)

- The following document lists several lesson planning resources. Click to download to your computer. [Lesson Planning Resources](http://www.njstatelib.org/NJ_Information/Digital_Collections/AAHCG/unit1.html)

**Option 2- Interactive Portfolio: A portfolio is a portable sampling of your expertise and an overall presentation of your accomplishments. For the capstone purposes, you may create a web based portfolio via a free web building site such as Google Sites or Wix.com.**

- Your portfolio should include an overview of who you are, your goals and experience, 10-15 written samplings of your work, with detailed explanations of the knowledge gained from the assignment, interactivity and images, and an overall reflection of your course of study.

- A resume and professional goals should be included

- Your portfolio should contain detailed projections of future goals and reflections of past accomplishments as they relate to your studies in Communication.

- View the following website for Portfolio Samples:
  - [http://sbs.mnsu.edu/socialstudies/studentportfolios/examples.html](http://sbs.mnsu.edu/socialstudies/studentportfolios/examples.html)

**Option 3- Research Paper or analysis: A research paper for this capstone course would consist of a focused topic, time period or subject in Communication. You would then compose a 10-12 page research paper (not including title page) in APA format that addresses the following:**

- **Topic/Introduction and Thesis Statement**: State the purpose of your research paper clearly. What is the main reason you are writing the paper? Is this a factual report, a comparison, or an analysis of a topic or event in Communication? Explain the major points and/or arguments you plan to cover in your paper and why readers should be interested in your topic.

- **Body**: Present your evidence that supports your topic and or argument.

- **Literature Review**: 10-15 scholarly references in annotated bibliography format that supports your topic and leads you to further research.

- **Conclusion**: Summarize your topic and argument. Explain why you have come to this particular conclusion.
NOTE: You are not allowed to submit papers that you have previously submitted for other classes. This research paper must be original. Failure to abide by this will result in a zero for the assignment and possible failure of the course.

Option 4 - Three audio/video recorded speech presentations

For this project, you will create three audio or video speeches that showcases the following content:

- A demonstration speech: A step by step process that outlines a process and pattern for 'teaching' the audience something, in conversational tone, with extemporaneous delivery. Include visual aids if necessary.
- An informational speech: An overview of a concept, a special occasion speech, a lecture or similar. This speech must include a clear topic, an attention getter, your credentials regarding the subject and the purpose/theme of your content.
- A persuasive speech: Emotional and logical appeals to an audience to think and act about a certain topic, in either a one or two sided argument. At least four sources must be used during the persuasive speech. The source information must be cited in the speech and listed in a bibliography on the speech outline. Source information must include the author/interviewee, title, publication/site address and date. Your own knowledge does not count as a source. Sources may be derived through books, newspapers, magazines, interviews, internet, etc. Make sure the source is credible (i.e. internet sources).

Each speech will need to be at least 5 minutes long. A written transcript of each speech must be included and submitted to Blackboard. Additionally, your speech must be uploaded to an audio or video hosting site such as YouTube, and the link submitted to your instructor for viewing and assessment. You may also create a website to house your videos and your transcripts. You may create a web based tour via a free web building site such as Google Sites or Wix.com. (A website is not required but is a nice organizational tool).

You may NOT use any speeches that were used in previous classes. These speeches must be original. Failure to submit original assignments will result in a zero and possible failure of the course.

Alternate ideas must be approved by your instructor.

Course Schedule At-A-Glance*
Please refer to the Term Calendar in our cyberclassroom for specifics regarding dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Activities</th>
<th>Assignments Due</th>
<th>Date/Time Due**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week 1 Lesson</td>
<td>Discussion Forum Learning Outcomes Reflection Essay 1</td>
<td>Wed/Sun, midnight CT</td>
</tr>
<tr>
<td>2</td>
<td>Week 2 Lesson</td>
<td>Discussion Forum Project Topic Proposal</td>
<td>Wed/Sun, midnight CT</td>
</tr>
<tr>
<td>3</td>
<td>Week 3 Lesson</td>
<td>Learning Outcomes Reflection Essay 2</td>
<td>Wed/Sun, midnight CT</td>
</tr>
<tr>
<td>4</td>
<td>Week 4 Lesson</td>
<td>Discussion Forum Literature and Resource Review</td>
<td>Wed/Sun, midnight CT</td>
</tr>
<tr>
<td>5</td>
<td>Week 5 Lesson</td>
<td>Discussion Forum Learning Outcomes Reflection Essay 3 Project Draft (week 5 or 6)</td>
<td>Wed/Sun, midnight CT</td>
</tr>
<tr>
<td>6</td>
<td>Week 6 Lesson</td>
<td>Project Draft (week 5)</td>
<td>Wed/Sun, midnight</td>
</tr>
</tbody>
</table>
or 6) Program Completion Survey

| 7 | Week 7 Lesson | Discussion Forum | CT Sunday, midnight CT |
| 8 | Week 8 Lesson | Discussion Forum | Wed/Sun, midnight CT |

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Learning Outcomes Reflection Essay 1</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 2: Project Topic Proposal</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 3: Learning Outcomes Reflection Essay 2</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 4: Literature and Resource Review</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 5: Learning Outcomes Reflection Essay 3</td>
<td>1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Week 5 or 6: Project Draft</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Week 6: Program Completion Survey</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Week 7: Professional Philosophy</td>
<td>1</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Week 8: Final Project</td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Discussion Forum Participation</td>
<td>5</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td><strong>520</strong></td>
</tr>
</tbody>
</table>

*Please refer to the Policies menu for more information about our Course Discussions.

***It is highly recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>468-520</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>415-467</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>362-414</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>309-361</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt;308</td>
</tr>
</tbody>
</table>

To access your scores, click on Grades in the My Tools area in Blackboard.

Important Policies

All course-specific policies for this course are spelled out in this syllabus. However, additional university policies are located in the Policies folder in the Info & Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.
Ottawa Online Late Policy

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

Editorial Format for Written Papers
All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

Academic Integrity
Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”
Please refer to Academic Honesty in the Policies section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

Student Handbook
Please refer to your student handbook for all university regulations. The Resource Room on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see Policies in Blackboard for additional university policies.

Blackboard Technical Support
The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa
University offers technical support from 8 a.m. to midnight Central Time for all students, staff, and faculty at no cost. See www.ottawa.edu/ouhelp for contact information.

**Ottawa University Mission Statement**

The mission of Ottawa University is to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace which integrates faith, learning and life. The University serves students of traditional age, adult learners and organizations through undergraduate and graduate programs.