**General Education Course Inclusion Proposal**

**Effective Communication**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** LDR 100: Effective Communication in the Workplace

**Home Department:** School of Education, Leadership, & Public Service

**Department Chair Name and Contact Information** (phone, email): Dr. Joe Lubig (227-1880, jlubig@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Semester

**Official Course Status**: Has this course been approved by CUP and Senate? ~~YES~~ **IN PROGRESS**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

Although strict progression through the Leadership Studies courses is not mandated, Effective Communication in the Workplace is designed to be one of the first courses that students in this program will take. Such students will be at approximately their 3rd year in college because the target audience is students with an associate’s degree who have returned to or want to continue college for a bachelor’s degree. Students will explore both theory and practice of many forms of workplace communication both verbal and nonverbal. Students will engage in a great deal of critical thinking and reflective writing. Students will learn about and practice effective strategies in both oral and written communication. The course will utilize experiential learning to help students practice and improve practical skills involved in everything from critical conversations to giving a presentation at a professional meeting. Students will produce multiple written communication pieces typical in workplace leadership from emails and memos to technical reports. In addition to developing the practical knowledge and skills required for communicating clearly and efficiently, students will engage in collaborative exercises to facilitate the examination of one’s own communication style and to learn to appreciate the communication styles of others as well.

At the completion of the course students will be able to:

- Discuss the importance of effective communication in professional settings

- Produce professionally formatted emails, memos, letters, agendas, action plans, and technical reports

- Analyze workplace communication using theory driven models of effective communication

- Apply effective listening techniques to improve workplace communication

- Understand how to write and deliver employee evaluations

- Recognize and apply effective negotiation strategies

- Facilitate the use of conflict resolution strategies

- Deliver informative and engaging presentations

- Communicate workplace expectations

- Assess one’s own communication style

- Analyze and adapt to individual differences in interpersonal communication styles

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

*Critical thinking* is an important outcome of LDR 100 as students will engage in critical reflective thinking regarding situations they have experienced, case studies they are provided, other students’ written work, and their own self-understanding as it all relates to becoming an effective workplace communicator. Students will be required to integrate a variety of sources of evidence as they produce creative, analytically written reflections, evaluations, and reports. It is almost entirely through critical thinking assignments that the core outcomes related to effective communication are achieved and assessed.

*Effective communication* is the core outcome that LDR 100 was designed to achieve. Students will engage in reading, writing, speaking, listening, reflecting, and more writing. Every week students will have assigned readings and occasionally those will be supplemented with videos to view and listen to. Students will provide weekly reflective discussion posts and will also read, think critically about, and respond to other students’ discussion posts as well. Students will integrate the course content with their own workplace experiences through reflective report writing. Students will analyze case studies, judge which communication strategies would be best to utilize and then write reports that justify their conclusions. Students will also practice providing critical feedback to others through the peer-evaluation assignments. For each peer-evaluation, students will be given a peer’s assignment submission (with individual identifying information removed) and they will be required to evaluate the work according to their understanding of the course content and in line with evaluation content/formatting guidelines provided by the instructor. This affords students the opportunity to evaluating others and the experience of delivering critical feedback. Students will individually produce and deliver and record a 10-12 minute oral presentation of issue/topic content that simulates the oral delivery of information to coworkers or workplace subordinates. Finally, students will reflectively self-evaluate their own strengths, weaknesses, preferred communication style, and create a written documentation of this self-reflection along with self-improvement goals and objectives designed to enhance the effectiveness of their workplace communication.

**C. Describe the target audience (level, student groups, etc.)**

The target audience is students who have completed an associate’s degree and are continuing or have returned college to complete a bachelor’s degree in Leadership Studies.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course will be delivered in the online format as a part of a 100% online 2+2 bachelor’s degree completion program in Leadership Studies. This course is designed to both fit the program curriculum and to fit the GEC requirements to allow students who may not have attended NMU for their associate’s degree to have a pathway to successfully matriculate through NMU entirely online.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Technical Writing Assignments  Frequency: 5 times per semester  Overall grading weight: 10%  Expected proficiency rate: 15% Not Proficient  70% Proficient  15% Exceeds Proficiency  Task type: Oral Presentation  Frequency: Once per semester  Overall grading weight: 5%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task type: Technical Writing Assignments  Frequency: 5 times per semester  Overall grading weight: 10%  Expected proficiency rate: 15% Not Proficient  70% Proficient  15% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |

**PLAN FOR LEARNING OUTCOMES  
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete. | Task type: Personal Experience Analyses  Frequency: 5 times per semester respectively  Overall grading weight: 10%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Technical Writing Assignments  Frequency: 5 times per semester  Overall grading weight: 10%  Expected proficiency rate: 15% Not Proficient  70% Proficient  15% Exceeds Proficiency  Task type: Oral Presentation  Frequency: Once per semester  Overall grading weight: 5%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Technical Writing Assignments  Frequency: 5 times per semester  Overall grading weight: 10%  Expected proficiency rate: 15% Not Proficient  70% Proficient  15% Exceeds Proficiency  Task type: Oral Presentation  Frequency: Once per semester  Overall grading weight: 5%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | Task type: Reflective Writing through Discussion Responses & Personal Experience Analyses  Frequency: Weekly and 5 times per semester respectively  Overall grading weight: 30%  Expected proficiency rate: 5% Not Proficient  80% Proficient  15% Exceeds Proficiency  Task type: Technical Writing Assignments  Frequency: 5 times per semester  Overall grading weight: 10%  Expected proficiency rate: 15% Not Proficient  70% Proficient  15% Exceeds Proficiency  Task type: Analytic Writing through Case Studies, Peer-Evaluations, and Self-Reflection & Communication Improvement Plan  Frequency: Every other week for case studies and once per semester for the other two assignments  Overall grading weight: 30%  Expected proficiency rate: 10% Not Proficient  75% Proficient  15% Exceeds Proficiency |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | Task type: Oral Presentation  Frequency: Once per semester  Overall grading weight: 5%  Expected proficiency rate: 15% Not Proficient  75% Proficient  10% Exceeds Proficiency |