

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number COMM 392

or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Change course number from 392 to 492. This course requires students to produce independent research, a requirement of other 400-level courses in our major.

We are requesting to split the capstone requirement for COMS degrees (all B.A. and B.S. degree plans) between the newly numbered COMM 492 (previously COMM 392) and COMM 499. Students in COMM 492 engage in advanced independent research that is of substantial complexity and appropriate to the discipline of communication. Therefore, going forward, capstone SLO #2 will be filled by COMM 492, while capstone SLOs #1 and #3 will be continue to be filled by COMM 499. While the content of these courses (competencies and assignments) is unchanged, this is being submitted as a substantive change because it is a revision of the capstone requirements. Justification, syllabi, and assignments are attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	1-28-2022 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	Mar 2, 2022 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	Mar 3, 2022 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for Capstone Designation for an Existing Course

Course Subject and Number COMM 492

Course Name Rhetoric of Pop Culture

Contact Person Lynette Sharp Peña

Program(s)/Major(s) for which this course will serve as capstone if approved:

All COMS degree plans (B.A. and B.S.)

List the course currently fulfilling this capstone requirement: COMM 499*

* Note that we are requesting both COMM 492 and COMM 499 be designated as part of the capstone experience in all COMS degree plans as they meet different aspects of the capstone requirements.

COMM 492 and COMM 499 meet the capstone learning outcomes as described below. General descriptions of assignments from syllabi are included below. For more detailed descriptions see assignment attachments.

- **Capstone competency 1: Habits of mind that foster integrative thinking between the liberal arts corecurriculum and their major field of study.**

This requirement will continue to be met through the **Internship Journal Entries** assignment in COMM 499.

General description from syllabus: As a communication graduate, you should be able to apply communication theory and principles to analyze various situations, including the workplace. To demonstrate your ability to do this, you will complete four journal entries in which you explain a communication theory and apply it to your internship experience. In each journal entry, you will choose a theory from a course in the communication core or your concentration.

- **Capstone competency 2: Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.**

This requirement will be met through the **Term Paper** in COMM 492.

General description of assignment (for more details see attached rubric): Students will successfully craft a scholarly rhetorical analysis of at 13 pages in Chicago Style using 7 academic sources.

- **Capstone competency 3: Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.**

This requirement will continue to be met through the **Christian Vocation** assignment in COMM 499.

General description from syllabus: As an ACU graduate, you should be able to think critically about your faith and vocation. You will write a 3-4 page Christian vocation statement. The book *Let Your Life Speak*, class activities, and vocation journal entries will help you prepare for this assignment.

Courses meet required capstone assignments in the following ways:

- Research assignment (**Pop Culture Paper** assignment from COMM 492; see description above)
- Faith and vocation assignment (**Christian Vocation** assignment from COMM 499; see description above)
- Comprehensive skills and accomplishments inventory (**Traditional Resume & Reflection** assignment from COMM 499; General description from syllabus: Upon graduation, you should have created a traditional resume appropriate for your career of interest that includes your internship experience and persuasively articulates your other professional career-related experiences and skills. In this assignment, you will reflect on your current resume and submit an improved/revised resume.)

Attachments:

- Attach a course syllabus (see attached COMM 492 and COMM 499 syllabi)
- If necessary, attach additional explanatory material that might be helpful to faculty reviewing this course for capstone and writing intensive status, such as assignments or grading rubrics (see attached rubric from COMM 492 and assignments and rubrics from COMM 499).

First rule of 2021:
Never talk about 2020.

Does anyone else feel troubled by the fact that the name of next year is literally 2020 won?



Rhetoric of Pop Culture

COMM 492 | Fall 2022 | MWF 1-1:50 pm | Sherrod 215

Course Overview

Pop culture is all around us. And as Christians, we are continually faced with questions about how to respond to and balance our consumption of pop culture in both our personal and professional lives. Through reading, discussions, written assignments, and in-class assignments, this course is structured to challenge the way you think and write about the rhetoric of pop culture

In addition to understanding issues, debates, and strategies of pop culture, this is also a rhetorical methods course. Essentially, this means that you will learn how to analyze pieces of pop culture using rhetorical strategies and write up that analysis in an academic paper.

Mission Statements

ACU Mission

To educate students for Christian service and leadership throughout the world.

College of Arts & Sciences Mission

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department of Communication & Sociology Mission

To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

Contact Information and Course Materials

The course is designed to teach students the basics of rhetorical analysis and criticism as they relate to understanding and evaluating contemporary pop culture. It is a capstone course for communication majors. (3 credit hours)

I'm excited to work with you this semester as we investigate rhetoric and pop culture. While we will talk about concepts together in class, students who have been most successful in Rhetoric of Pop Culture in the past have also visited during office hours to talk about questions they have related to material and how to apply rhetorical concepts in their own work. You should also feel welcome to drop by or send an email with questions anytime.

Email Address

Email is always the best way to contact me, and I do my best to reply within 24 hours during the week. When possible, I do try to answer email over the weekend, though keep in mind that I value time for rest, community, and worship and will not always be able to respond on Saturdays and Sundays or university holidays. (I hope the same is true for you, too!)

Get in touch anytime by email at lauren.lemley@acu.edu

Office Hours

My office is Sherrod 134A – down a short hallway opposite the men's restroom downstairs from our classroom.

This semester, my office hours are:

Monday, Wednesday, & Friday: 9:30-11 am

Email

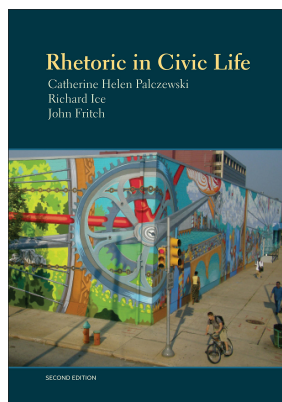
You should plan to check your ACU email daily, as I will use those addresses to communicate about class information and updates. Although we'll use Canvas quite a bit, I don't use Canvas' email/messaging app, so please contact me via my ACU email address if you need to get in touch so I don't miss your message.

Textbook

There is one textbook for this course:

Catherine Helen Palczewski, Richard Ice, & John Fritch, *Rhetoric in Civic Life, Second Edition* (State College, PA: Strata Publishing, 2016).

Please bring your textbook with you to class daily, as we will use it in discussions and assignments frequently. You will also need the textbook in writing your term paper for the class. If you plan to purchase the first edition of the textbook, be very careful with page numbers, as they are often very different from the first edition to the second.



Course Policies

COVID-19 Mask Guidelines

In an effort to keep all members of our community safe, this course has received approval to require all students to wear face coverings over their mouth and nose, regardless of vaccination status. Students who refuse to comply with this course requirement may be referred to the Dean of Students.

Attendance and Engagement

Many of the concepts we will study this semester are complex. In class, we will work together to understand and apply the rhetorical tools and strategies you will read about in your textbook. To be successful, you will want to attend class every day and actively engage with discussions and assignments.

In the end, it isn't physically sitting in our classroom for 50 minutes three days a week that will lead to your success, but how much you engage with the material, ask questions, understand rhetorical concepts, and are able to apply them in your own analysis work.

TL;DR: Being engaged is more important to your success in this course than simply being in the room.

- There are no exclusively attendance-based penalties in this course. (But be sure to read the late work policy below.)
- When you choose to attend, you also choose to engage in a device-free classroom where you agree not use a phone, tablet, or laptop during class. There will be some days when our class work will require technology, and I'll specifically ask you to use your devices. Otherwise, come to class prepared to take notes and/or do work with a pen and paper. You could be asked to leave class and/or might not receive credit for a daily work assignment if you are using a device during a class meeting.

Late Work

Unless you have documentation excusing you for the day/time an assignment is due, I don't accept late work. So when you choose not to attend class for a non-excused reason, keep in mind that (in addition to missing course content) you could be missing an assignment you won't be able to make up.

You can provide documentation of the following to excuse an absence and receive an extension on the work you miss: (1) illness; (2) university-approved activities such as conferences, sports, concerts, etc.; (3) death in the immediate family; or (4) court-mandated appearances.

Documentation that excuses an absence provides you a one-week extension to turn in that work. After one week, any missing work will earn a zero.

Academic Accommodations

Please let me know if you work with the Alpha Scholars program so that we can work together to make sure you're receiving the accommodations you qualify for throughout the semester. You can find more information about the Alpha program at: <https://www.acu.edu/about/uap/overview/>.

Academic Dishonesty

College of Arts & Sciences Academic Dishonesty Policy

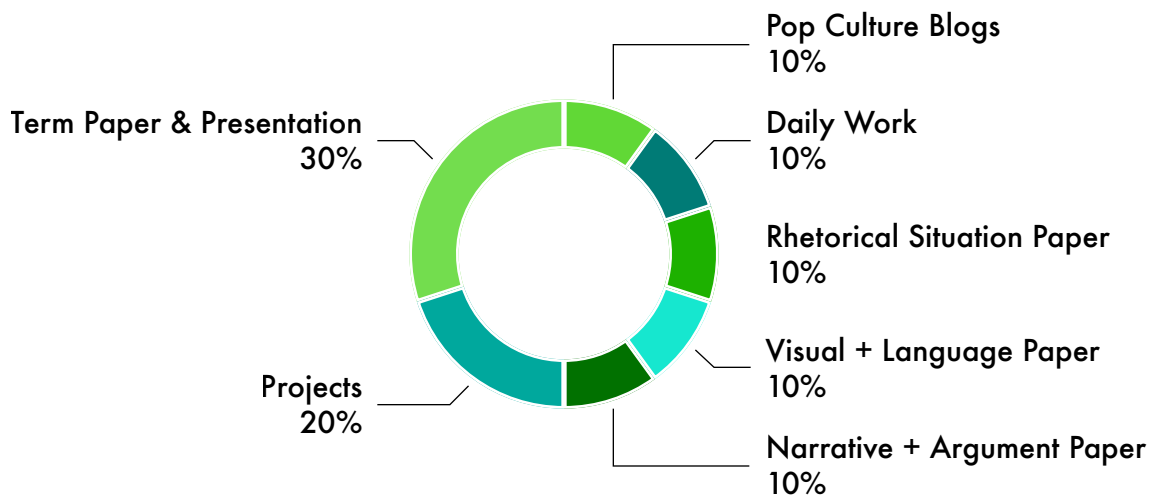
Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>.

Course Grading

Final Grades

I'll determine your final grade according to the following categories:

A: 90-100 // B: 80-89.99 // C: 70-70.99 // D: 60-69.99 // F: 0-59.99



Assignment Breakdown

You'll find the general breakdown of your assignment categories and weights below. More detailed assignment descriptions are available on Canvas.

What You'll Learn

Course Objectives

A student who succeeds in this course will have learned how to do the following by the end of the semester:

1. Demonstrate mastery of rhetorical concepts and vocabulary.
2. Demonstrate the ability to write for an academic audience.
3. Locate and understand credible and scholarly literature that discusses both rhetorical concepts and pop culture through the lens of communication.
4. Successfully craft a scholarly rhetorical analysis using Chicago Style. (This objective meets the capstone student learning outcome for advanced research.)
5. Critique pop culture artifacts.

How Success is Measured

All of our assignments this semester are designed to work toward our five course objectives. Here's how this breaks down.

1. Demonstrate mastery of rhetorical concepts and vocabulary.

All Course Assignments

2. Demonstrate the ability to write for an academic audience.

All 4 Course Papers

3. Locate and understand credible and scholarly literature that discusses both rhetorical concepts and pop culture through the lens of communication.

Visual + Language Paper, Narrative + Argument Paper, Term Paper

4. Successfully craft a scholarly rhetorical analysis using Chicago Style.

Visual + Language Paper, Narrative + Argument Paper, Term Paper

5. Critique pop culture artifacts.

All Course Assignments

Criteria	Ratings		Pts
Formatting & Organization Did you follow all of the formatting guidelines provided on the Canvas Style Guide page for this assignment? Did you use headings and subheadings to organize the sections of your paper? Did you use Chicago style correctly? Was your paper organized into the following sections in this order: epigraph, introduction, rhetorical situation, methodology, analysis, conclusion?	10 pts Full Marks	0 pts No Marks	10 pts
Spelling & Grammar Was your paper free of spelling and grammar errors such as misspelled words, run-on sentences, fragments, passive voice, inconsistent use of tenses, subject-verb agreement problems, dumped quotations, etc.?	10 pts Full Marks	0 pts No Marks	10 pts
Research Did you use quotations from 15 sources in the text of your paper? Were all of these sources credible? Were 7 of these sources scholarly? Were all of your sources cited in your footnotes?	10 pts Full Marks	0 pts No Marks	10 pts
Intro/Rhetorical Situation Did these two sections offer a sufficient introduction to the topic/artifact (including a plot summary of no more than one page)? Did these sections clearly overview the rhetorical situation (rhetor, audience, and exigence/context) surrounding the artifact? Did these sections provide a clear and persuasive justification for the value of studying this artifact?	20 pts Full Marks	0 pts No Marks	20 pts
Methodology Was a clear preview of the analysis provided in the methodology section and followed throughout the paper? Did this methodology only include rhetorical tools on Canvas list drawn from class discussion and/or reading? When studying a TV show, did this section provide a clear explanation and justification for why specific episodes were chosen for analysis in this paper? Was a specific research question presented at the end of this section? Did that research question follow class guidelines?	10 pts Full Marks	0 pts No Marks	10 pts
Use of Rhetorical Tools to Analyze and Answer RQ Was the specific research question posed at the end of the methodology clearly addressed in each section of analysis? Were each of the rhetorical tools used correctly? Was the research question clearly answered in the conclusion in a way that was consistent with arguments throughout the analysis?	20 pts Full Marks	0 pts No Marks	20 pts

Criteria	Ratings		Pts
Use of Examples to Justify/Support Analysis Was all of your analysis of the artifact(s) supported with ample textual evidence from the artifact? Were these examples explained clearly and in enough detail that readers who haven't seen the artifact can understand your argument? Was your use of these examples a reasonable interpretation of your artifact that was not taken out of context or misunderstood?	20 pts Full Marks	0 pts No Marks	20 pts
Total Points: 100			

COM 499: COMMUNICATION INTERNSHIP (3 UNITS)

Spring 2023

M 1:00-3:50 PM

Sherrod Building (SHB) 215

“...lead a life worthy of the calling to which you have been called...”
—Ephesians 4:1

Instructor: Dorothy Andreas, PhD
Associate Professor of Communication
Department of Communication and Sociology
College of Arts and Sciences
Abilene Christian University

E-mail: dca20a@acu.edu or messages in Canvas
Please allow 24 hours for a response on weekdays. A bit longer on the weekends.

Office: Sherrod Building (SHB) 134B

Phone: 325-514-6618 (m)

Office Hours: MWF 11:30 AM - 12:30 PM; TR 10:00 AM - 12:00 noon
By appointment (if you have classes or work at the pre-set times)

ACU Mission Statement

“To educate students for Christian leadership and service throughout the world.”

College of Arts and Sciences Mission Statement

“The College of Arts and Sciences engages students with humanity’s greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.”

Communication and Sociology Department Mission Statement

“To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.”

Description of Course in Catalog

COMM 499 (3-0-3) is offered each Spring and Summer and is an upper division, undergraduate course that is part of the career preparation portion of the communication core required for all communication majors. As indicated in the course catalog, this course is a guided internship with a seminar designed to place students in evaluative field experiences to utilize and test communication theory and practice. Prerequisites include senior status and consent of the instructor. This is a capstone course.

Note: This is a *required* course in the communication major. Therefore, you are required to earn a “c” or better in this course in order to earn credit for the course. Otherwise, you must repeat the course the next time it is offered. This course is only offered in Spring and Summer semesters.

Purpose of the Course

The purpose of this course, and others in the career portion of the communication core, is to develop skills to prepare you for success in your future career. In the course, you will complete a professional internship. Through this experience, you will gain professional knowledge and skills consistent with your major and career goals. Additionally, you will demonstrate the ability to apply communication theory to the workplace and to craft a personal Christian vocation statement. Ultimately, you will create a professional ePortfolio to showcase the skills, knowledge, and professional identity you have developed throughout the communication curriculum and your time as a student at ACU.

Teaching Philosophy

As a lifelong, practicing Christian, the mission and service of Jesus Christ inspires my vocational calling as an educator to help develop you (my students) for lives of purpose, service, and leadership as ethical and competent communicators. I hope you walk away from my class as critical thinkers who are curious about the causes of social dilemmas and can contribute ethical and just solutions to these dilemmas. Since effective communication is situation specific, I strive to create classes in which you can develop the ability to analyze situations using the components of theory. Then, from this analysis be able to draw on an ever-increasing repertoire of skills to address issues, strategically achieve goals, and provide thoughtful answers to how our society can live well together to the glory of God.

Format of the Course

The course is comprised of a 120-hour internship and face-to-face instructional component. Class time will be spent reviewing assignments, engaging in reflection, building ePortfolios, peer evaluation, and asking questions. You should bring your computer, a notebook, and a writing utensil to each class meeting. We will meet for the 1st two weeks of class and then every other week throughout the semester. Unless otherwise specified, all class meetings will occur in the classroom. It is your responsibility to check the Canvas calendar to be aware of the dates we are meeting and the assignments that are due.

Course Objectives and Competencies

Competencies	Method of Assessment
1. Demonstrate integrative thinking between the communication discipline and liberal arts core curriculum by explaining/applying communication theory in the internship experience	Journal entries
2. Demonstrate the ability to think critically, globally, and missionally about the communication discipline	Christian vocation statement Vocational journal entries

3. Demonstrate professional career-related experience and skills	Internship documentation Traditional resume and reflection ePortfolio Final presentation
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Required Materials

Palmer, P. (2000) *Let your life speak: Listening for the voice of vocation*. Jossey-Bass.

Student Responsibilities

You are responsible for locating a professional internship with an organization that will provide you with experience in working in a field of communication. You must have my approval before starting your internship. Both the ACU's Career Center and I can provide you with assistance in finding an internship. But ultimately, securing an internship is your responsibility.

Criteria for Internship Approval

You must meet the following criteria before an proposed internship will be accepted:

1. You must identify a *professional internship* designed to provide professional knowledge and skill development consistent with your major and career goals. A qualifying internship will have these characteristics:
2. You must write a 1-page justification discussing why your internship will serve as a learning opportunity for your future desired career. Your justification should include a job description, identify new skills you will develop, and explain how the internship would connect to your possible future career (see Canvas assignment for more details). Your direct supervisor must sign this justification to verify the accuracy of the job description.
3. You must identify a direct supervisor with academic training and/or significant professional experience in the field in which you will intern. More important than a title is that this supervisor have significant face-to-face or online contact with you throughout the internship.
4. I must receive a completed internship contract signed by your direct supervisor and you (see the form posted on Canvas).
5. You must receive my approval for your proposed internship via email. The email will include an attachment with the internship contract signed by me. (Note that I may ask you to revise your contract before I approve it.)
6. No hours worked prior to enrollment in COMM 499 and my approval of the internship may be counted toward the 120 required hours.
7. The department does not accept internships with close relatives as direct supervisors.

Grading

Assignments	Points
Internship Journal Entries (4 x 25 pts)	100
Vocation Journal Entries (4 x 10 pts)	40

Christian Vocational Statement	100
Traditional Resume and Reflection	100
Professional ePortfolio	360
Final Presentation	100
Total	800 pts

Your final grade will be based on the following scale:

A = 720-800 pts	B = 640-719 pts	C = 560-639 pts	D = 480-559 pts	F = below 479 pts
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ASSIGNMENTS

Below is a list of the main assignments for the class with brief descriptions. You should look at the assignments on Canvas for full details about the requirements and expectations.

Internship Documentation (not graded but REQUIRED for internship credit)

- Internship contract
- Internship justification
- Supervisor hours verification spreadsheet form (prove that you completed 120 hours)
- Supervisor evaluations (midpoint of internship and completion of internship)

Internship Journal Entries (4 x 25 points)

As a communication graduate, you should be able to apply communication theory and principles to analyze various situations, including the workplace. To demonstrate your ability to do this, you will complete four journal entries in which you explain a communication theory and apply it to your internship experience. In each journal entry, you will choose a theory from a course in the communication core or your concentration.

Vocational Journal Entries (4 x 10 points)

The purpose of the vocational journal entries is to provide you with opportunities to reflect on the readings and activities designed to help you “let your life speak” as you identify your vocational calling (in both a spiritual and professional sense). *Late work is not accepted for these assignments.*

Christian Vocation Assignment (100 points)

As an ACU graduate, you should be able to think critically about your faith and vocation. You will write a 3-4 page Christian vocation statement. The book *Let Your Life Speak*, class activities, and vocation journal entries will help you prepare for this assignment. This assignment is an ACU capstone requirement.

Traditional Resume and Reflection (100 points)

Upon graduation, you should have created a traditional resume appropriate for your career of interest that includes your internship experience and persuasively articulates your other professional career-related experiences and skills. In this assignment, you will reflect on your current resume and submit an improved/revised resume. This assignment is an ACU capstone requirement.

Professional ePortfolio (360 points)

To showcase the skills, knowledge, and professional identity you have developed through the communication curriculum and your time as a student at ACU, you will create a professional ePortfolio through WIX or another free website builder. You will work on this project throughout the semester. Your final product will include a professional identity video and career-related projects you've complete that demonstrate your career-related abilities (including an artifact from your internship).

Final Presentation (100 points)

At the end of the semester, you will present your ePortfolio and highlights from your research paper and Christian vocation statement.

CALENDAR

*Readings must be done by the dates under which they are listed.
Adjustments to the schedule will be announced on Canvas.*

WEEK	DATE	COURSE CONTENT	ASSIGNMENTS AND READINGS
1	1/16	Class does not meet—MLK Holiday	Submit: Internship Contract
2	1/23	<u>What tasks help me understand my professional identity?</u> • Purpose and expectations of the course • Working in a professional environment • ePortfolio example • Overview of documentation forms	Submit Friday 1/14: Internship Justification
3	1/30	<u>What tasks help me tell my professional development story?</u> • Create ePortfolio shell • How to do “about me” page • Describe journal entry and research paper assignments	Submit: ePortfolio shell

4	2/6	Independent work • <i>class does not meet but I am available in my office</i>	Submit: ePortfolio “About Me” page
5	2/13	<u>Vocational Pilgrimage</u> • Meet at the labyrinth by Hunter Welcome Center • Wear climate appropriate clothes • Meditation activity to discern vocation	Before class: Read Ch. 1 in the Palmer book After class: Vocation Journal #1
6	2/20	Independent Work • <i>class does not meet but I am available in my office</i>	Submit: Internship Journal Entry #1
7	2/27	<u>Who I am and who I am not</u> • Discuss Chapters 2-3 from Palmer book • Assign Professional Identity Video • Discuss journal entries • Discuss mid-term performance evaluation	Before class: Read Ch. 2-3 in the Palmer book and Submit Vocational Journal Entry #2
8	3/6	Independent Work • <i>class does not meet but I am available in my office</i>	Submit: ePortfolio Professional Identity Video
		Spring Break (3/13 - 3/17)	
9	3/20	<u>Telling stories about what I’ve done</u> • Discuss Palmer Ch. 4-5 • From school experience —> “career-related project” page of ePortfolio • Watch Canvas videos • Discuss mid-term performance evaluations	Before class: Read Ch. 4-5 in the Palmer book and submit Vocational Journal Entry #3 Submit on Friday 3/11: Internship Journal #2 Submit on Friday 3/11: Mid-semester direct supervisor performance evaluation
10	3/27	Independent Work • <i>class does not meet but I am available in my office</i>	Submit: ePortfolio “career related project” pages
11	4/3	<u>Telling stories about my experiences in an attractive way</u> • From life experience —> Resume • Discuss design principles in ePortfolio • Review resume and reflection	Submit: Internship Journal Entry #3
12	4/10	Independent Work • <i>class does not meet but I am available in my office</i>	Submit: Internship Journal Entry #4
13	4/17	<u>Letting your life speak in color</u> • Discuss Palmer Ch. 6 • Discuss using color on ePortfolio	Before class: Read Ch. 6 in the Palmer book and submit Vocation Journal Entry #4

14	4/24	<u>Professional and vocational identity</u> • Discuss Christian Vocation Statement assignment • Discuss final ePortfolio and presentation • Discuss performance evaluation and hours verification	Submit: Resume and Reflection about resume
15	5/1	Independent Work • <i>class does not meet but I am available in my office</i>	Submit on Friday: • Hours Verification Form • Final direct supervisor Performance Evaluation
Finals Week		Final Exam Period: TBD	Final Presentations Christian Vocational Statement

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person. Electronic devices (e.g., laptops, cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Course Policies

Attendance

You are expected to attend every class session. Each class session is designed to help you understand expectations for course assignments, reflect on your internship experiences, and help you thoughtfully engage with class exercises that lead to personal growth.

Tardies

You are also expected to arrive at class on time and stay the entire period. By attending to timeliness you demonstrate professionalism and minimize distractions in the class session.

Participation

This is an upper level class and therefore you should expect that this course will be demanding. In addition to the 120 internship hours that you will complete, you should expect to spend 2-4 hours a week outside of class. Each assignment is designed to enhance your awareness of your knowledge and skills as related to your anticipated vocation and career. If you treat the assignments as an opportunity to grow personally and prepare for your job search, you will discover many wonderful things about yourself.

One of your responsibilities as a student is to add to the intellectual conversation by freely exchanging ideas with your classmates about the course content and cases presented. Proper classroom behavior involves showing respect for views other than your own. It is acceptable to disagree with a speaker and to question his/her arguments, but this must be done respectfully. Hopefully, these discussions will enable you to form your own views about the course content that are based on the assigned knowledge while also reflecting honest acknowledgement and struggle with the complexities that are inherent in understanding communication.

Additionally, I expect you to follow all policies in the [ACU student handbook](#) regarding dress and comportment.

Written Assignments

All written assignments should be typed in a 12 point conventional font with conventional spacing and one-inch margins. Homework assignments can single-spaced. All major assignment papers should be formatted in APA style according to the 7th edition manual from 2019. In particular you should attend to properly formatting the title page, the abstract, headers, and citations.

Late Work

I expect you to complete all assignments on schedule. Any assignments that are late will be lowered by 5% of its grade value for each day past the due date. No late work is accepted for Vocational Journal Entries.

Make-up Work

Students who miss class for university-sponsored reasons or who have been assigned to quarantine may turn in the assignment up to 7 days from when you return to class. If the work is turned in past the grace period, it will receive a zero. You must initiate all conversations about this using email so that we both have a record of what has been determined.

Grade Appeals

If you wish to contest a grade, you must wait 24 hours. After the 24-hour period has elapsed, you have one week (7 days) to bring me your objection in the form of *typed, rational argument* that is based on the assignment expectations as communication in Canvas, in the syllabus, and on the assignment rubric (if applicable). I will consider your argument and schedule an appointment to discuss your objections and my decision. Please do not discuss grade concerns with me before, during, or after class.

Technology Use

For the most part, students may not use personal technology during class sessions. All mobile phones, tablets, and laptops should be kept put away in pockets and personal bags. Notifications from smart watches should be ignored. Occasionally, we will use laptops for class work. I will notify the class via email and Canvas which days they should bring devices and plan to use them in class. The reason for this policy is to create a learning environment in which we humanely and respectfully engage with each other and our ideas about the course material.

University Policies

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email alpha@acu.edu call their office directly at 325-674-2667.

Academic Integrity Policy

A zero-tolerance policy is in force regarding academic dishonesty. As defined by the ACU Academic Integrity Policy: “Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying.” Violations of academic integrity can occur in any assignments for the class—written papers, creative assignments, presentations, role plays, journal and reflection assignments, and any other daily assignments submitted for grades. The ACU policy explains that, “Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one’s own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one’s own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in

the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified.” See the full university policy, including how to appeal a decision, by following [this link](#).

Specific examples of academic dishonesty in this course include, but are not limited to the following:

- Using others’ ideas and words without proper documentation (such as failing to cite original sources of information and/or use quotation marks appropriately)
- Using other students’ work as your own, including another student’s ideas, phrases, paraphrases, and/or sentence structure in part or in whole
- Using examples provided by the instructor as your own
- Falsifying information (that is making up information yourself or getting made up information from a poor quality source)
- Sharing, giving, and/or showing any written work you have completed to another student when it is an individual assignment (such as ePortfolio reflections, your resume, etc.)
- Working with another person on an assignment when it is an individual assignment (this does not include working with tutors who coach you and refrain from doing the work)
- Allowing another person to use your ideas, phrases (including paraphrases), or sentence structures and/or to copy your work in part or in whole

Anti-Harassment Policy

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Internship Journal Entry #1--New Version

Publish

Edit

Objective/Overview for Journal Entries:

As a communication graduate, you should be able to apply communication theory to analyze various situations, including the workplace. You will complete four journal entries in which you explain a communication theory and apply it to your internship experience. In each reflection, you will choose a theory from a course in the communication core or your concentration.

Instructions for Journal Entry #1:

1. **Select a theory.** Select a theory from the **communication core**: communication theory, small group communication, interpersonal communication, rhetoric of pop culture, rhetorical theory, and intercultural communication. [Click here to review possible theories.](#)
2. **Write a journal entry with three parts:**
 - Part 1: Experience**--Describe the experience from your internship that you want to talk about in about 1 paragraph. It can be a positive experience or a frustrating experience. It can be something you personally experienced or something you observed. I strongly recommend protecting people's identities and reputations by using pseudonyms.
 - Part 2: Theory** - Explain the theory you've chosen (see requirements above). Your explanation should demonstrate a basic understanding of the theory, including the ability to properly use terminology from the theory. Describe the main purpose of the theory and the components of the theory. You can cite textbooks or Griffin's resources as your source of information about the theory. But you do not need to do any additional research. Use direct quotes when you think it is particularly important to preserve the author's language. However, you should generally rely on paraphrasing from your sources as paraphrasing demonstrates your understanding. Format sources using the 7th edition of APA. [Click here](#) ↓ for a guide to format your reference page. [Click here](#) to format your in-text citations.
 - Part 3: Analysis** - Break your experience down into components using the vocabulary of the theory. Be specific and make sure it links to your explanation of the theory in Part 2. Your application may relate to either organizational dynamics, interactions you observe in the organization, or to a project you are working on in your internship. Make sure that you are actually using the theory to explain what happened with the communication in your experience. For example, you could apply Gibb's supportive and defensive communication climates to evaluate interpersonal interactions among employees. You could also apply Witte's extended parallel process model to evaluate the effectiveness of a messages you are constructing in a communication campaign.
 - Part 4: Takeaways** - Explain how you will use what you've learned from your observations in your future work or career. Be specific and link takeaway to explanation in Part 3.

Requirements for Journal Entries:

1. Include all four parts described above with heading for each (i.e., Theory, Application, Takeaways).
2. Length should be 2 pages of text and a reference page.
3. Make sure to use a course textbook or Griffen resources as a reference.
4. Use APA style for in-text citations and reference page.
5. Writing should be clear, concise, organized and error free (grammar, spelling, punctuation, and capitalization). Use double spacing and a 12-point font.

Points25

Submittinga file upload

Due	For	Available from	Until
Feb 14	Everyone	Jan 24 at 12am	Feb 21 at 11:59pm

Title: Internship Journal Rubric--New

Find a Rubric

Criteria	Ratings					Pts
Explanation of Theory Theory explanation describes the (1) overall purpose of the theory and (2) 3-4 details about variables, concepts, or how it works. Range	5 pts Meets standards with excellence	4 pts Meets standards	3 pts Partially Meets Standards	2 pts Below Standards	0 pts No explanation of a theory	5 pts
Analysis of the experience Breaks down the experience using concepts and ideas from the Theory (Part 2). Offers an explanation of the experience based on the theoretical analysis Range	5 pts Meets standards with excellence	4 pts Meets standards	3 pts Partially Meets Standards	2 pts Below Standards	0 pts No explanation of a theory	5 pts
Take Aways Connects learning to future work/career. The section should clearly link to the analysis in Part 3 Range	5 pts Meets standards with excellence	4 pts Meets standards	3 pts Partially Meets Standards	2 pts Below Standards	0 pts No explanation of a theory	5 pts
Use of APA Includes a reference to a course textbook or Griffin resources as the source of the theory. Source is properly formatted according to APA 7 for reference list and in-text parenthetical citations. Range	2 pts Fully meets standards with excellence		1 pts Partially meets expectations		0 pts Does not include a source for the theory	2 pts
Description of Experience Provides sufficient details of a communication experience. Writes about it professionally and respects privacy and reputation of co-workers Range	5 pts Meets standards with excellence	4 pts Meets standards	3 pts Partially Meets Standards	2 pts Below Standards	0 pts No explanation of a theory	5 pts
Writing Style Clear, organized, and concise. Does not repeat ideas. No errors in writing mechanics (grammar, spelling, punctuation, and capitalization). Meets length requirements. Range	3 pts Meets expectations with excellence		2 pts Meets expectations	1 pts Below Expectations	0 pts No Marks	3 pts

+ Criterion

Find Outcome

Total Points: 25

☐ I'll write free-form comments when assessing students

☐ Remove points from rubric

☐ Don't post Outcomes results to Learning Mastery Gradebook

☒ Use this rubric for assignment grading

☐ Hide score total for assessment results

Cancel

Create Rubric

Spring 2022

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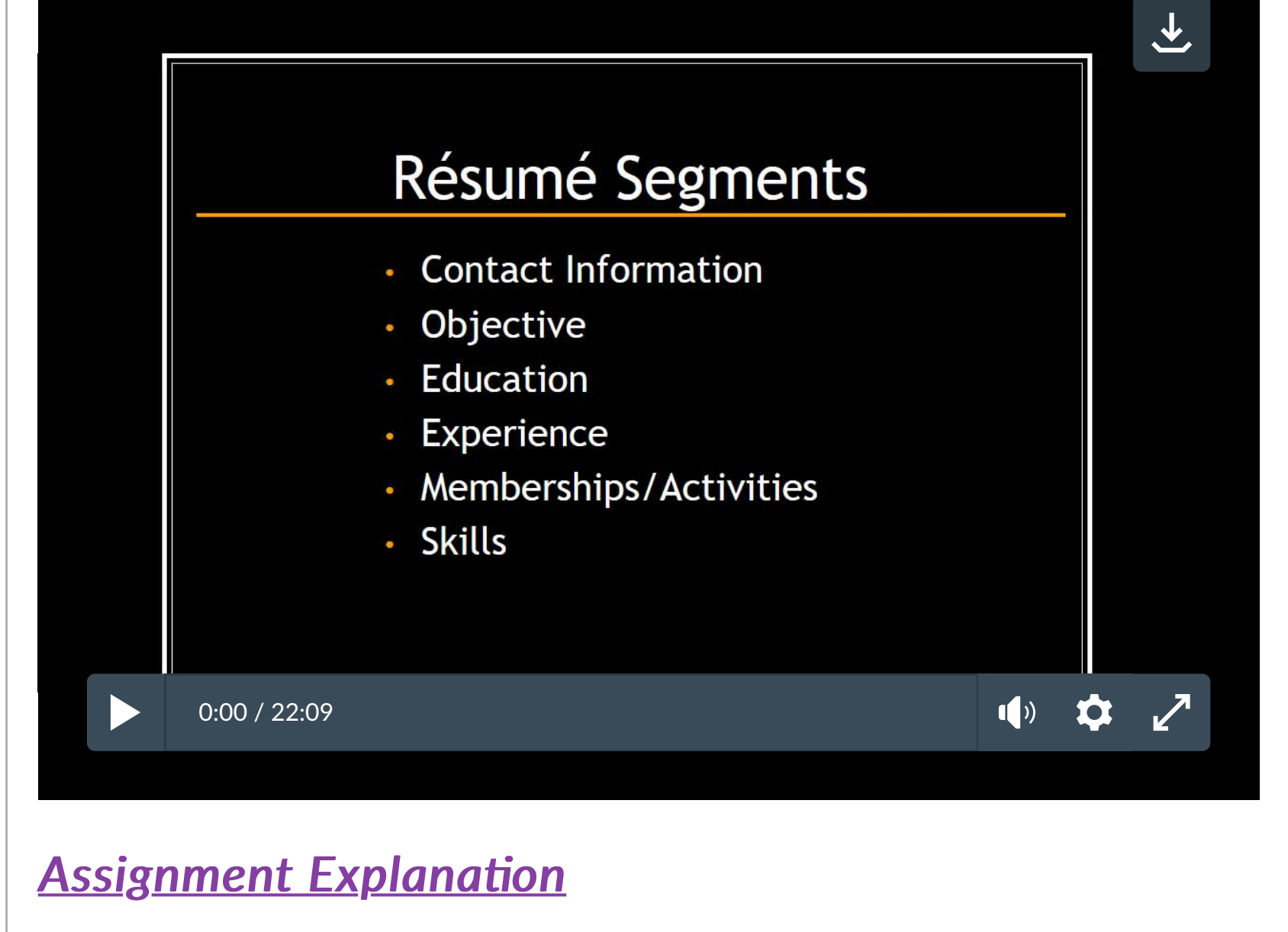
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Traditional resume and reflection

Before completing the assignment described below, please view the following video to learn about how to create an effective resume:



Assignment Explanation

Objective: Upon graduation, you should have created a traditional resume appropriate for your career of interest that includes your internship experience and persuasively articulates your other professional career-related experiences and skills. In this assignment, you will reflect on your current resume and submit an improved/revised resume. (ACU capstone requirement)

- Instructions:** Use the following steps to complete this assignment:
- Step 1: Find a job description for a position you would like to apply for upon graduation.
 - Step 2: Write a one-page reflection in which you compare your current resume to the position for which you want to apply. To what extent would you be a competitive candidate for this position with your current resume? How do you need to revise your resume to make yourself a more competitive candidate? In your reflection, be sure to indicate what key words from the job description you could include in your resume.
 - Step 3: Revise your resume. Update your resume according to the job description. In addition, revise your resume so it meets all of the criteria specified on this page. **Note that the page linked into the previous sentence includes a video that you need to watch** to revise your resume according to the criteria for this assignment. I will use the details from this video and the one at the top of this page to grade your resume.

Submit four documents for this assignment:

1. Your job description
2. Your current resume
3. One-page reflection
4. Revised resume (must be PDF format)

Points	100
Submitting	a file upload
File Types	doc, docx, and pdf

Due	For	Available from	Until
Apr 18	Everyone	Mar 28 at 12am	Apr 25 at 11:59pm

Traditional Résumé & Reflection					
Criteria	Ratings				Pts
Organized résumé Begins with name and contact information followed by objective and then education, experience, organizational memberships/activities, and skills. Items that are similar are grouped together.	5 pts Persuasive Meets all criteria.	3 pts Professional Meets most criteria.	2 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	5 pts
Contact information Includes full name, city/state, email address, phone number, and shortened LinkedIn profile URL.	10 pts Persuasive Meets all criteria.	8 pts Professional Meets most criteria.	7 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	10 pts
Objective Three sentences with following content: 1) First sentence -- Mention your degree and how many years of work experience you have (if you have any), 2) Second sentence -- Describe your strongest PROvable traits/skills and the role you'd like to apply them to in the company, and 2) Third sentence -- Emphasize that you are hard working and reliable and that you are focused on achieving company goals.	10 pts Persuasive Meets all criteria.	8 pts Professional Meets most criteria.	7 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	10 pts
Education Degree, major, and minor; university, location, and projected graduation date; relevant coursework; GPA if 3.0 or higher (indicate grading scale - - e.g., 3.5/4.0); and honors earned. If more than one university, list universities in reverse chronological order. Don't include high school information.	10 pts Persuasive Meets all criteria.	8 pts Professional Meets most criteria.	7 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	10 pts
Experience Include job experience and volunteer experience; include job title, name & location of organization; dates of work; include the most relevant aspects of the experience using terms that appear in the job description; begin description with action words; quantify duties you performed (if possible); highlight important accomplishments. If multiple jobs, list them in reverse chronological order. Don't include experience irrelevant to position sought.	10 pts Persuasive Meets all criteria.	8 pts Professional Meets most criteria.	7 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	10 pts
Skills Include skills relevant to job description.	5 pts Persuasive Meets all criteria.	3 pts Professional Meets most criteria.	2 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	5 pts
Brief/concise résumé Résumé is brief and concise but inclusive. It includes phrases, not complete sentences. Also minimizes use of articles (i.e., a, an, the) and minimizes use of "I." Includes only information relevant to position. Must be only one page.	5 pts Persuasive Meets all criteria.	3 pts Professional Meets most criteria.	2 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	5 pts
Résumé formatting Visually appealing, standard font (not more than 2) used consistently throughout, 10-14-point font, avoid using too much bold text, use space wisely and to separate entries/sections (no crowding or wasting space), no images or bright colors.	5 pts Persuasive Meets all criteria.	3 pts Professional Meets most criteria.	2 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	5 pts
Error-free résumé No mistakes in grammar, spelling, punctuation, capitalization, or spacing.	10 pts Persuasive No errors.	7 pts Understandable Minimal errors.	0 pts Insufficient Significant and/or distracting errors.		10 pts
Original resume & job description Uploaded original resume and job description.	10 pts Yes Uploaded both.	5 pts Partial Uploaded one document.	0 pts No Neither uploaded.		10 pts
Reflection on original resume Included 1) how competitive you'd be for this position with your current resume, 2) how to revise your resume to be more competitive, and 3) key words from the job description you could include in your resume.	10 pts Persuasive Meets all criteria.	8 pts Professional Meets most criteria.	7 pts Understandable Meets some criteria.	0 pts Insufficient Fails to meet most requirements.	10 pts
Updated résumé Updated résumé based on reflection.	10 pts Persuasive Updated completely.	8 pts Professional Mostly updated.	7 pts Understandable Updated somewhat.	0 pts Insufficient Not updated.	10 pts
Total Points: 100					