

Course: Communications 3100: Language, Institutions, and Power

Competencies

INQUIRY

1 2 3

<p>Information Literacy</p> <p>Students leave the course with analytical tools that are relevant in a wide range of disciplines as vehicles of inquiry and research.</p> <p>Students produce a comprehensive research paper and undertake both a literature review and empirical research tasks (observations, interviews, surveys). Students are invited to present their research findings for the college community at the Student Researchers' Day event.</p>			X
<p>Technological Literacy</p> <p>Students apply advanced library and internet research skills.</p> <p>Students must use Word and have competent computer skills.</p>		X	

REASONING

<p>Quantitative Reasoning</p> <p>Students interpret complex graphics in their readings of scholarly articles.</p>		X	
<p>Analytical Reasoning</p> <p>Students examine how language constructs ideology, institutions, and identity in the contexts of enduring struggles.</p> <p>Students read and analyze theory and case studies on language, power, and the environment as a basis for the literature review that forms the conceptual framework</p>			X

<p>for their research papers.</p> <p>Students must synthesize and create coherence for an integrated summary of two complex scholarly articles.</p> <p>Students analyze others' arguments and respond to them.</p> <p>Students study and perform genre, rhetorical, and pragmatics analyses.</p> <p>Students apply discourse theory to analyses of both environmental and institutional discourses (e.g. concepts of language and identity, language and ideology, linguistic appropriation, dialogism, interdiscursivity, linguistic capital).</p>			
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COMMUNICATION

<p>Spoken Communication</p> <p>Students receive instruction on the genre features and audience-interest strategies involved in academic oral presentations.</p> <p>Students prepare and deliver a formal, extemporaneous oral presentation on their research project. Students are evaluated for depth of research and subject matter, delivery, timing, and quality of visual aids.</p> <p>Students are encouraged to make a more informal presentation of their research projects to the college community at the Student Researchers' Day event.</p> <p>Students collaborate on in-class oral presentations of course readings.</p> <p>Students provide oral peer feedback on written drafts of assignments.</p> <p>Students are called upon regularly to discuss course material in class.</p>		X	
<p>Written Communication</p> <p>Students study and apply the genre features of academic writing (summary, essay, research genres).</p> <p>Students practice invention and revision</p>			X

<p>strategies for academic genres. Students produce two summaries of course readings, a critical summary of readings, a term paper on a key course concept, and a major research paper, integrating concepts from the course with empirical data.</p>			
<p>Intercultural Communication</p> <p>Discussion of cultural differences inevitably arises as students address the rhetorical strategies and tactics of advocates in specific enduring struggles (e.g. the status and rights of women, gays, and people with disabilities in various cultures, culturally specific attitudes towards the environment and the homeless).</p>	X		

CITIZENSHIP

<p>Teamwork</p> <p>Students enter a full collaboration with a classmate in the production of their research paper. They collaboratively carry out research tasks and analysis, the production of the paper, and oral presentations of their findings.</p> <p>Students provide supportive input on the drafts of their peers' written assignments.</p>	X		
<p>Social Responsibility</p> <p>Students leave the course with knowledge that will contribute to their civic and social awareness: Students gain an understanding of what constitutes a rhetorical community and how its participants enter discourses of conflict. Students study institutional-citizen power</p>		X	

relations in different contexts of citizen advocacy in institutional processes. Students focus their research project on a real, local expression of an enduring struggle (social, political, environmental, cultural, etc.)			
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