New Business

**Speech**

- SP 105- Listening
- SP 212- Voice and Diction
- Non Sequence Conversion

- SP 112- Fundamentals of Speech: Persuasion
- SP 113- Fundamentals of Speech: Argumentation and Debate
- Sequence Decrease Conversion

- SP 229- Oral Interpretation
  Opt Out

- SP 270- Forensics: Speech and Debate
  Opt Out

**Japanese**

  Opt Out

- JPN 270, 271, 272- Reading in Japanese Literature
  Opt Out

- JPN 290, 291, 292- Japanese Composition
  Opt Out

- JPN 111A, 112A, 113A- First Year Japanese Conversation
  Opt Out

- JPN 211A, 212A, 213A- Intermediate Japanese Conversation
  Opt Out
Curriculum Request Form
Non Sequence Conversion

Does this correspond with a course revision request?: YES

Course number(s): SP 105, SP 212

Course titles: Listening, Voice and Diction

Will outcomes change?: Yes

How outcomes will change:

New SP 105: Listen competently and critically in order to create a climate that encourages effective communicating and understanding beyond the constraints and filters of culture, media, and self-perception.

OLD SP 212:
1. The student will be able to demonstrate oral improvement in regard to rate, pitch, loudness, articulation, enunciation, and breathing control
2. The student will be able to demonstrate knowledge of basic speech physiology, acoustics, and phonetics

NEW SP 212:
1. Successful students will be able to identify and produce the sounds of Standard American Speech through mastery of the International Phonetic Alphabet
2. Successful students will be able to demonstrate knowledge of basic speech physiology, acoustics, and phonetics
3. Successful students will be able to effectively deliver oral messages using Standard American speech

Will content be added?: Yes

Is additional time needed?: Yes

Basis for conversion:
Listening: content added--Misunderstandings and errors in listening; depth--more focus on the theory and connection within the communication process, how listening affects business, relationships, academics; activities added: more chances to work within groups and dyads to practice new skills Voice and Diction: More time to work on the practical aspect of the course through group work, dyadic interaction, and through more presentations.
These activities will allow students to learn phonetics and diction more thoroughly.

How will this match our institutions?:
Both Listening and Voice and Diction will be a direct transfer as is to PSU at 4 credits (direct match). They will transfer to other school in the OUS as a match for course but not a match at 4 credits.

Contact name: Doris Werkman
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<table>
<thead>
<tr>
<th>Change: Learning Outcomes</th>
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<tbody>
<tr>
<td>Does this correspond with a conversion request?: YES</td>
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<tr>
<td>Current course number: SP 212</td>
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<tr>
<td>Current course title: Voice and Diction</td>
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<tr>
<td>Current learning outcomes: 1. The student will be able to demonstrate oral improvement in regard to rate, pitch, loudness, articulation, enunciation, and breathing control 2. The student will be able to demonstrate knowledge of basic speech physiology, acoustics, and phonetics</td>
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<tr>
<td>Reason for learning outcomes change: Updating CCOG, converting to 4-credits: better reflects course being taught</td>
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<tr>
<td>Will this impact other sacs?, is there an impact on other sacs?: No</td>
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<tr>
<td>Will this impact other depts/campuses?, is there an impact on another dept or campus?: No</td>
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<td>Request term: fall</td>
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</table>
Requested year: 2006
Contact name: Doris Werkman
Contact e-mail: dwerkman@pcc.edu
Curriculum Request Form
Course Description, Requisite, Outcomes Change

Change: Course Description, Requisites, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: SP 105

Current course title: Listening

Current description: Analyzes listening behavior. Emphasizes developing an understanding and appreciation of listening as a vital element in the communication process. Includes theory and individual skill development.

Proposed description: Emphasizes understanding and appreciation of listening as an integral part of the communication process. Investigates and applies current research in listening theory. Analyzes and provides practice in the appropriateness and application of the major types of listening in academic, business, media and interpersonal contexts. Prerequisite: Placement into WR 121

Reason for description change: Updating CCOG: Better reflects what is taught in the course.

Current learning outcomes:
1. Students will become more effective listeners.
2. Students will be able to critically analyze their own and others listening strengths and weaknesses.

Proposed learning outcomes: Listen competently and critically in order to create a climate that encourages effective communicating as well as understanding beyond the constraints and filters of culture, media, and self-perception.

Reason for learning outcomes change: Updating CCOG: better represents the course

Current prerequisites: None

Proposed prerequisites: Placement into WR 121

Will this impact other sacs? Is there an impact on other sacs?: No
Will this impact other depts/campuses?, is there an impact on another dept or campus?: No

Request term: fall
Requested year: 2006

Contact name: Doris Werkman
Contact e-mail: dwerkman@pcc.edu
Curriculum Request Form
Sequence Decrease Conversion

Current sequence: SP 112, SP 113

Course titles: Fundamentals of Speech: Persuasion; Fundamentals of Speech: Argumentation and Debate

Current credits: 3, 3

Proposed sequence: SP 112

Proposed credits: 4

How outcomes will change:
OLD 112:
1. Competent communicators will sharpen their insights into the causes and effects of persuasive communication behaviors.
2. Competent communicators will be able to analyze audiences and develop rhetorical strategies for public address.

OLD 113:
1. Competent debaters will be able to construct arguments from evidence about controversy and through the process of argumentation, discover answers to the problem.
2. Competent debaters will be able to analyze socially created controversies to determine the truth in assertions.
3. Competent debaters will be able to analyze audiences and develop rhetorical strategies for public address.

NEW: Constructing, articulating and evaluating arguments through appropriate rhetorical strategies in order to engage with audiences of diverse perspectives.

Ous match: PSU and other schools in the OUS no longer offer the sequence of SP 111, SP 112, and SP 113. SP 111 is accepted at all colleges and universities throughout the nation as "Public Speaking," and is required for our AAOT and other degrees. It was converted last year to 4-credits. While SP 112 and SP 113 transfer only as electives, we wanted to combine the two courses so that students who want more experience in public presentation and examining persuasive theory in the oral tradition will have this opportunity.

Contact name: Doris Werkman
Change: Course Title, Course Description, Learning Outcomes

Does this correspond with a conversion request?: YES

Current course number: SP 112

Current course title: Fundamentals of Speech: Persuasion

Proposed course title: Persuasion, Argumentation and Debate

Proposed transcript title: Persuasion Argumentation

Reason for title change: Combining SP 112 and SP 113 into one 4-credit course for conversion

Current description: Reasoning as related to oral discourse. Emphasizes analysis, reasoning, and evidence in the applied sense. Placement into WR 121; successful completion of SP 111 or instructor approval.

Proposed description: Explores theories of persuasion. Develops skills of inquiry and advocacy through oral discourse, including critical analysis and rules of evidence. Practice in using, planning, delivering and refuting persuasive arguments in a variety of extemporaneous formats. Through this course, students will learn how to more effectively influence others as well as how others are trying to influence them. Prerequisite: Placement into WR 121; successful completion of SP 111 or instructor approval.

Reason for description change: Combining SP 112 and SP 113 into one 4-credit course for conversion

Current learning outcomes:
1. Competent communicators will sharpen their insights into the causes and effects of persuasive communication behaviors.
2. Competent communicators will be able to analyze audiences and develop rhetorical strategies for public address.
3. Competent debaters will be able to construct arguments from evidence about controversy and through the process of argumentation, discover answers to the problem.
4. Competent debaters will be able to analyze socially created controversies to determine the truth in assertions.

5. Competent debaters will be able to analyze audiences and develop rhetorical strategies for public address.

Proposed learning outcomes: Constructing, articulating and evaluating arguments through appropriate rhetorical strategies in order to engage with audiences of diverse perspectives.

Reason for learning outcomes change: Combining SP 112 and SP 113 into one 4-credit course for conversion

Will this impact other sacs?, is there an impact on other sacs?: No

Will this impact other depts/campuses?, is there an impact on another dept or campus?: No

Request term: fall
Requested year: 2006

Contact name: Doris Werkman
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Curriculum Request Form
Opt Out Conversion

Course number(s): SP 229

Course titles: Oral Interpretation

Benefit to students: Remaining at 3 credits will benefit the students by being more accessible: We will be able to offer this course more often at 3-credits than converting to 4. It is not a course that is required for any program except Forensics: Speech and Debate (which was zero-funded in 2002); therefore students interested in this course are those wanting a SP elective.

Ous match: While this course does exist at PSU as 3 credits, no other school in the OUS has converted it to 4 credits. Since we no longer have a Forensics/speech team and TA no longer has Readers Theatre, the course is not offered often enough to be a problem for those who want the course and transfer to PSU. It will remain a transfer as Oral Interp at 3 credits.

Contact name: Doris Werkman
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Curriculum Request Form
Opt Out Conversion

Course number(s): SP 270

Course titles: Forensics: Speech and Debate

Benefit to students: This class is unique in that it is what students will enroll into if they are interested in being on the Forensics Team (Speech and Debate). The course is offered for 2 or 3 credits. Students will not have to pay more for a class that generally transfers as an elective.

Ous match: Many OUS schools offer Forensics and have a debate team, but in general this course transfers as an elective. It does not fit into the Speech Communication/Communication Studies degree requirement; it will easily transfer as a 3-credit elective.

Contact name: Doris Werkman
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Curriculum Request Form  
Conversion Opt Out

Course number(s): JPN 260A, 261A, 262A

Course titles: Japanese Culture

Benefit to students: The students will be able to increase understanding of Japanese traditional and modern culture and society through analysis of issues presented in Japanese films as they will in the two credit courses but they will be able to explore concepts in five additional films in 3 credit courses compared to 2 credit courses of Culture. By remaining as 3 credit course rather than changing to 4 credits, students will be able to take other courses for 1 additional credit. Often students are concurrently enrolled in the Japanese language courses for 5 credits.

Ous match: As long as these specialty courses in Japanese are offered in English, it will help our students who transfer our credits to OUS schools. Additionally the culture courses at OSU are taught for 3 credits. Therefore, my recommendation is to have the culture courses remain as 3 credit courses.

Contact name: Takako Yamaguchi

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Curriculum Request Form  
Opt Out Conversion

Course number(s): JPN 270, 271, 272; JPN 290, 291, 292

Course titles: Reading in Japanese Literature; Japanese Composition

Benefit to students: PCC already offers other literature courses with emphasis on Asia taught by English faculty. Students also indicate their interest in the specialty courses taught in the Japanese program. Often they concurrently enroll in the Japanese language courses. Because the language skills that serve the foundation for these specialty courses are already studied for 5 credit hours, 3 credit hours will be sufficient to focus on the specialty courses additionally.

Ous match: Specialty courses such as Japanese Culture, Japanese Literature, and Japanese Literature through Film, Japanese Reading and Writing, Seminar on Literature, Linguistics and Pedagogy are offered at OUS schools such as PSU, OSU and UO. Those courses vary from 3 credits or 4 credits to options of 1 credit up to 21 credits per term. Which leads me to believe that our Japanese specialty courses can be taught for any number of credits to continue to be beneficial to our students. Thus far, three of our former students who have transferred to OUS schools of PSU, OSU and UO, have been admitted to fourth year by skipping their third year after completion of PCC two year language program. Therefore, I believe that our courses inclusive of specialty courses such as Japanese Culture also have been effective as 3 credit courses. If the credit hours of the courses taught at OUS schools were to change in the future, I recommend that we revisit the efficacy of our courses and number of credits in respect to credit hours in the future.

Contact name: Takako Yamaguchi
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Curriculum Request Form
Opt Out Conversion

Course number(s): JPN 111A, 112A, 113A; JPN 211A, 212A, 213A

Course titles: First Year Japanese Conversation; Intermediate Japanese Conversation

Benefit to students: PCC offers the Japanese conversation courses to help students review and augment their learning in other Japanese language courses of the first and second year levels. These courses often help students who had not started their Japanese language learning prior to attending PCC.

Ous match: One of the OUS schools have exactly the same sets of course numbers but it is unclear from their course descriptions whether or not their outcomes are also similar to ours. Further research will be needed to support the credit conversion to 4 credits.

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