

Cover Sheet: Request 14657

New Course request: COM3XXX--Biology of Human Communication

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Kellie Roberts robertsk@ufl.edu
Created	1/28/2020 2:48:21 PM
Updated	2/17/2020 9:11:05 PM
Description of request	New course request for COM3XXX--Biology of Human Communication. The course has been offered several times as a special topics course (COM4930) in the Dial Center for Written & Oral Communication.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Center for Written and Oral Communications	Kellie Roberts		1/28/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/17/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/17/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14657

Info

Request: New Course request: COM3XXX--Biology of Human Communication

Description of request: New course request for COM3XXX--Biology of Human Communication. The course has been offered several times as a special topics course (COM4930) in the Dial Center for Written & Oral Communication.

Submitter: Kellie Roberts robertsk@ufl.edu

Created: 3/9/2020 11:19:26 AM

Form version: 2

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
COM

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Biology of Human Communication

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Bio of Human Comm

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Focuses on the interaction between the body and communication behavior. Examines how physiology affects communication, and how communication affects physiology.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

COM1000 or SPC2300

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

The interplay between communication behavior and the human body's physiological processes is like no other animal. It is important to understand the basic anatomy and physiology of some of the body's major systems, including the brain, the nervous system, the endocrine system, and the musculature system in order to relate physiological processes to various communicative contexts. Focus throughout the course is on the interaction between body and behavior: how physiology affects communication, and how communication, in turn, affects physiology. This course has been taught several times in the past few years as a special topics course in the Dial Center for Written & Oral Communication. Its addition to the unit's offerings would provide students with an opportunity to delve into another component within the Communication Studies discipline. PHHP offers SPA3101 Speech Anatomy and Physiology to Communication Science and Disorders majors only. Its focus is on how physiology affects language leading to communication disorders. The two courses have very few similarities. For example, the basic anatomy, etc., we address is only that which is directly related to the communication experience, not to the "speaking mechanism". So, we're concerned with looking at facial muscles in direct relation to the expression of emotion (faces communicate things), the endocrine and nervous system with respect to (for example) the experience of conflict, sexual attraction, jealousy, etc. Additionally, an important part of this class is that students learn how their communication with others physiologically impacts those others. We can help to increase positive affect in other people simply by how we communicate, and numerous research studies suggest the positive affect can have direct health benefits (including, for example, humor increasing T4 cells in AIDS patients). Knowing this can have tremendous benefits for healthcare providers. What they communicate and how they communicate what they communicate can have direct and indirect physical benefits to others. How important that is! Speaking of humor, one of our class activities involves watching and learning from "Patch Adams"!

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

By the end of this course, students should be able to:

- Identify the communication-related anatomy of the circulatory, endocrine, muscular, nervous, reproductive, respiratory and skeletal systems.
- Describe the communication-related functions of the circulatory, endocrine, muscular, nervous, reproductive, respiratory and skeletal systems.
- Compare the impact of communication on physiology and the impact of physiology on communication in specific communication contexts.
- Explain communication as a biopsychosocial process.
- Define and explain affection exchange.
- Explain and perform expressive writing.
- Recognize and manage physiological effects of communicative interactions.
- Employ communication to influence affect.
- Utilize communication to promote physical and psychological healing and wellbeing.

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

The Biology of Human Communication by Kory Floyd, Alan C. Mikkelson, & Colin Hesse, 2nd edition, Cengage Learning, 2007, ISBN 9781426626760

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Biology of Human Communication

Tentative Weekly Schedule

Week 1

Introduction to course

Week 2 Skull & Brain (Ch. 2)

Week 3 Nervous System (Ch. 3)

Quiz 1 & TH1

Week 4 Endocrine System (Ch. 4)

Quiz 2 & TH2

Week 5 Facial Musculature (Ch. 5)

Quiz 3 & TH3

Week 6 Exam 1

Week 7 Sex & Attraction (Chs. 6 & 10)

TH4, Research Article Assignment #1

Team: Sex/Attraction

Week 8 The Self

TH5, Research Article Assignment #2

Week 9 Emotions, Stress, & Health: Part 1 (Chs. 7, 8, & 9)

TH6

Team: Conflict

Week 10

Exam 2

Project Proposal due

Week 11

Emotions, Stress, & Health: Love, Humor, & Support (Chs. 7 & 9)

TH7, Research Article Assignment #3

Teams: Touch/Affection & Positive Communication
Week 12

Deception

TH8

Team: Deception
Week 13

Wrap up/Review/Final Project Instructions
Week 14

Final Project Workshopping
Week 15

Final Project Presentations

Project Video & Presentations due

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

POINTS & GRADES

100 pts = 2 Exams X 50 pts each

60 pts = 3 Quizzes X 20 points each

50 pts = Semester Project

40 pts = 8 Take-Home (TH) assignments X 5 points each

30 pts = 3 Research Article assignments X 10 points each

20 pts = Team Presentation

300 TOTAL POINTS

MAJOR ASSIGNMENTS:

Take-Home (TH) Assignments

These assignments are intended to help students better understand course material, including the key concepts introduced in the weekly readings, and to prepare for class discussions. THs are due on Canvas the night before class each week.

Research Article Assignments

These assignments allow students to begin exploring recent academic literature related to the biology of human communication in the context of their choosing. For each Research Article assignment, students will find 5 recent research articles related to the week's topic. They will then submit an annotated bibliography and attach a PDF copy of the articles to the discussion board.

Team Presentation

Students will be grouped into teams for this assignment and will present a workshop over one course topic. Workshops should include approximately 15 minutes worth of activities/games that help the audience to better understand key concepts and terminology relevant to the course topic, and 8-10 minutes of discussion.

Each team will present a workshop over one course topic. Workshops should include approximately 15 minutes worth of activities/games that help the audience (our class) to better understand key concepts and terminology relevant to the course topic, as well as 8-10 minutes of discussion. Each group will submit a Team Plan for instructor approval at least two weeks before their presentation date. Team Presentation Point Breakdown:

10 pts = Activities/Games: Educational value (5 pts)—Activities help audience better understand concepts/terminology; Entertainment value (5 pts)—Activities are creative and help students engage relevant concepts/terms in an engaging, interactive and interesting way.

5 pts = Discussion: Educational value—Discussion addresses relevant concepts/terms and helps audience make a direct connection between the activities and the chapter material.

5 pts = Your team's assessment of your teamwork and contribution to the final product. These points are individual and may vary between students in a group.

(Though the instructor does not typically include anything in the syllabus that explicitly addresses grievances with team scores, they do stress it repeatedly throughout their instructions and talk with both the class as a whole and the teams individually.)

Semester Project

Students will create a project that illustrates the most important lessons they have learned about the biology of human communication. Projects must include a 10-12 page, double-spaced written report and accompanying creative piece. The creative piece can take most any artistic form (e.g., poetry, painting, dance, music, photography, etc.). See Canvas for specific details. Project proposals must be approved by the professor.

FINAL GRADE

Below is the percentage and point break-down for each letter grade. Please be advised that final letter grades are determined by the number of points earned (to the nearest one-hundredth of a point).

Letter Grade	Percentage
A	93 – 100 %
A-	90 – 92.99 %
B+	87 – 89.99 %
B	83 – 86.99 %
B-	80 – 82.99 %
C+	77 – 79.99 %
C	73 – 76.99 %
C-	70 – 72.99 %
D	60 – 69.99 %
E	0 – 59.99 %

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Jade Williams

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:
Yes