

**DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM  
DEVELOPMENT COVER SHEET**

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: INTSTUDY 108 FORENSICS PRACTICUM

SHORT TITLE OF PROPOSAL: Modify Forensics Practicum to become Permanent Course

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)	APPROVAL SEQUENCE(see box 4)		DOCUMENTS REQUIRED (see box 5)		INFO COPIES (see 2 below)
<input type="checkbox"/> 1 Experimental Course <sup>1</sup>	A B2 E		PQR		1. d
<input type="checkbox"/> 2 Change in Master Course Syllabus:					
<input type="checkbox"/> 2a Title and/or Description <input type="checkbox"/> 2b Credits	A B1 B2 E		PQ		2ab.
<input type="checkbox"/> 2c Course Number	A B1 B2 E		PQ		2c.
<input type="checkbox"/> 2d Pre & Co-Requisite	A B1 B2 E		PQ		2d. a, b
<input type="checkbox"/> 2e Content Outline	A B1 B2 DE		PQR		2e. a, b
<input type="checkbox"/> 2f Methods	A B1 B2 E		PQR		2f. a, b
<input type="checkbox"/> 2g Departmental Recommended Class Size, if appropriate	A B1 B2 DE		PQR		2g. a, b
<input type="checkbox"/> 2h Student Learning Objectives	A B1 B2 DE		PQR		2h. a, b
<input type="checkbox"/> 2i Student Assessment and/or Evaluation	A B1 B2 E		PQR		2i. a, b
<input type="checkbox"/> 2j Course Assessment	A B1 B2 E		PQR		2j. a, b, e
<input type="checkbox"/> 2k Supporting Materials &/or Prototype Text	A		R		2k. a, b, f
<input type="checkbox"/> 3 Deactivate a Course	A B1 B2 E		PQ		3. a, b
<input type="checkbox"/> 4 Pass/Fail Grading	A B1 B2 DE		PQR		4. a, b
<input type="checkbox"/> 5 Major/Minor/Concentration Requirements/Electives	A B1 B2 DE		PQV		5. a, b
<input checked="" type="checkbox"/> 6 New Course	A B1 B2 DE		PQR		6. a, b
<input type="checkbox"/> 7 Dual Listing (select 7a or 7b)	A B1 B2 DE		PQR		7. b
<input type="checkbox"/> 7a Offered in two departments with same number	A B1 B2 DE		PQR		7a. b
<input type="checkbox"/> 7b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE		PQR		7b. b
<input type="checkbox"/> 8 General Education Change	A B1 B2 C3 DE		PQR		8. a, b
<input type="checkbox"/> 9 Minor (Major exists)	A B1 B2 DE		PQV		9. a, b
<input type="checkbox"/> 10 Minor (No Major exists)	3A B1 B2 DEFGH		PQTUV		10. a, b, c
<input type="checkbox"/> 11 Non-Degree Certificate Program	A B1 B2 DE FGH		PQTU		11. a, b
<input type="checkbox"/> 12 Program Deletion	A B2 D-Information EFGH		PQTU		12. a, b, c
<input type="checkbox"/> 13 Program Moratorium	A B2 D-Information EFH		PQ		13. a, b, c
<input type="checkbox"/> 14 Certificate Program(Major or Minor Exists)	A B1 B2 DEFG		PQ		14. a, b, c
<input type="checkbox"/> 15 Degree Designation	A B1 B2 DEFGH		PQTU		16. b, c
<input type="checkbox"/> 16 Degree Program	3A B1 B2 DEFGH		PQTUVW		17. a, b, c
<input type="checkbox"/> 17 Program Policy Change	A B1 B2 DE		PQ		18. a, b, c
<input type="checkbox"/> 18 Concept Approval	A B1 B2 DE		PQ, Letter of Intent		19. a, b, c
<input type="checkbox"/> 19 Distance Education	A B1 B2 DE		PQR		20. a, b, c
<input type="checkbox"/> 20 Other	VARIES		VARIES		21. varies

Box 4: DOCUMENTATION					
X	P. This Cover Sheet		T. Fiscal Impact		W. Program Completion Plan
X	Q. Summary (Reverse of P)		U. Needs Analysis		X. Concept Approval
X	R. Syllabus		V. Program Course Checklists <sup>4</sup>		

1 Approval automatically lapses after two offerings unless permanently approved as a new course.

2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC  
e) Office of Planning & Assessment f) Provost's Office

3 Concept approval required prior to detailed program development. Submit Letter of Intent.

4 Include existing and proposed checklists.

Box 5: APPROVAL SEQUENCE		APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: <u>Harry G. Stine IV</u>		<u>10/29/2013</u>
B1 College Curriculum Committee	Chair: <u>D/S</u>		<u>10/29/2013</u>
B2 College Dean	Dean: <u>Jes B</u>		<u>10/29/13</u>
C1 Graduate Council	Chair: _____		
C2 Graduate Dean	Dean: _____		
C3 General Education Council	Chair: _____		
D University Curriculum Committee (BUCC)	Chair: _____		
E University Provost & VPAA	Provost & VPAA _____		
F University President	President: _____		
G Council of Trustees	Chair: _____		
H PASSHE	_____		

**DOCUMENT Q - SUMMARY PROPOSAL**

College: Liberal Arts	Department: Political Science		
Contact Person: Harry C. "Neil" Strine IV	Phone: x4252	Effective Semester: Fall 2013	

**Q-1: Briefly describe what is requested:**

We request to return the Forensics Practicum, an experimental course as per an Omnibus change in 2005, back into a permanent course effective with the Fall, 2013 semester.

For new courses or changes in existing courses (needed by Registrar):

New Title: Forensics Practicum	Course #: INTSTUDY108	Credits: 1
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Course Abbreviation: Forenprac

(Maximum of 20 letters including blank spaces)

Old Title: Forensics Practicum	Course #: 09-108	Credits: 1
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**Q-2: Set forth the full rationale for what is proposed.**

The Forensics Practicum has been offered at Bloomsburg University for more than 40 years. The Director of Forensics is a contractual position that comes with ¼ release time (Article 23, page 81). Dr. Harry C. "Neil" Strine IV was appointed as the Director of Forensics effective in Fall, 2005, moving the Forensics Practicum course from the Department of Communication Studies (under Prof. Harry Strine III) to the Department of Political Science. For reasons unknown, Dr. Gloria Cohen-Dion, chair of the Department of Political Science, submitted a Bloomsburg University Omnibus Form in 2005, changing 09-108, the Forensics Practicum, to an "Experimental Course." I am submitting this proposal as a result of a Registrar's Office audit in Summer, 2013 finding that the Forensics Practicum was still listed as an experimental class. There are currently several students who would like to receive credit for the Forensics Practicum in Fall, 2013. We would like to make this change effective for the Fall, 2013 semester. This course appears in the Fall 2013 Bloomsburg University Course Catalog.

**Q-3 RESOURCES**

☒ No additional resources required. Explain why.

☐ Use space as needed to indicate probable source of additional funds:

(Use space as needed.) The Community Government Association provides funding for students to travel to and compete in competitive speech and debate tournaments. The Director of Forensics submits an annual budget request to CGA for funds.

Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected:

Harvey C. Strine IV  
Department Chair Signature

10/29/2013  
Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were:

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Date

Bloomsburg University of Pennsylvania

**Document R: MASTER COURSE SYLLABUS**

- 1. Date Prepared:** October 10, 2013
- 2. Prepared by:** Harry C. "Neil" Strine IV (Political Science)
- 3. Department:** Interdisciplinary Studies
- 4. Course Number:** INTSTUDY 108
- 5. Course Title:** Forensics Practicum
- 6. Credit Hours:** 1
- 7. Prerequisites:** None

**8. Catalog Description:**

Provides students with the opportunity to learn various forms of debate, public speaking, and dramatic interpretation of literature. The ultimate goal of forensics participation is to help students become better communicators and to think critically. The Forensics Practicum will provide students with a valuable practical experience in a co-curricular activity that will assist any major in speaking situations. This will be accomplished through participation in competitive intercollegiate speech and debate tournaments. Grade awarded each semester. May be repeated

**9. Content Outline**

MANDATORY CONTENT

I. Introduction: The Value and Purpose of Oral Communication

- A. Speech and debate tournament etiquette: Dress and personal conduct
- B. Speech and debate tournament ethics
- C. How to be a good audience member
- D. The basics of writing a good speech

II. Evaluate performance at a Speech and Debate tournament: Self-evaluation of speaking and/or debate performance based on review of the written comments and constructive criticism from judges' speech ballots. Identify and correct deficiencies identified for the next competition.

III. Students will learn the mechanics of tournament development and operation through active participation in the planning and execution of all facets of a speech and debate tournament.

## OPTIONAL CONTENT

I. Public Speaking Events: Examine the basic structure, rules, and strategies for one or more of the following public speaking events:

- Informative Speaking
- After Dinner Speaking
- Persuasive Speaking
- Extemporaneous Speaking
- Impromptu Speaking
- Communication Analysis/Rhetorical Criticism

II. Debate: Examine the basic structure, rules, and strategies for one or more of the following forms of debate:

- Lincoln-Douglas debate
- Parliamentary debate
- Other debate formats

III. Oral Interpretation of Literature: Examine the basic structure, rules, and strategies for one or more of the following oral interpretation of literature events:

- Prose
- Poetry
- Dramatic Duo
- Single Dramatic Interpretation of Literature

## **10. METHODS**

All students must participate in any combination of at least three speech/debate/oral interpretation of literature events. Students must participate in Forensic competition at least three (3) times during the semester. Students who fail to participate in at least three (3) forensic competitions per semester will receive a failing grade for the Forensics Practicum.

To facilitate personalized student instruction and coaching on the more than 12 speaking and debate events offered, the Forensics Practicum should be limited to 20 students. Students are expected to spend a minimum of one hour per week per event entered, working with the instructor every week during the semester. Instruction will occur through regular group meetings and individualized coaching sessions.

## **11. STUDENT LEARNING OBJECTIVES**

The successful student, upon completion of this course, should be able to:

1. Participate in at least two of the major genres of speaking events (Limited Preparation, Platform speaking, Oral interpretation of Literature)
2. Select an appropriate speech topic, properly organize, and deliver a speech
3. Use effective language in crafting a speech
4. Use verbal and nonverbal cues that contribute to effective speech delivery
5. Develop, support, and defend an argument effectively

## **12. STUDENT ASSESSMENT**

All student learning objectives will be assessed through evaluation of student performance at intercollegiate speech and debate tournaments, formal team practice sessions, or through individual meetings with the instructor.

## **13. EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE**

Students will complete in chosen speech and debate events at Intercollegiate Speech and Debate tournaments. Evaluation of student performance may include, but is not limited to, performance in speech and debate events, written comments from judges in each round of speech and debate, and observations made by the instructor during speech and debate tournaments and at student practice sessions.

## **14. COURSE ASSESSMENT**

The Departmental Assessment Committee will collect a representative sample of tournament judges' ballots and other written evaluations from the course to assess all student learning objectives.

## **15. SUPPORTING MATERIALS AND REFERENCES:**

\*denotes sources available through Andrus Library. Given the breadth of speech topics that students may select, Andrus Library offers access to numerous books, periodicals, and databases as resources.

\*Arredondo, L. (1991). *How to present like a Pro: Getting people to see things your way*. New York: McGraw-Hill.

\*Avery, W. & Webb, L. (1997). *Mastering Competitive Individual Events* (1<sup>st</sup> ed). Topeka (Kansas): Clark.

Beebe, S. A. & Beebe, S. J. (2012). *Public Speaking Handbook* (4<sup>th</sup> ed). Boston: Pearson.

\*Carlson, T. (2005). *The how of WOW: A guide to giving a speech that will positively blow 'em away*. New York: Amacom.

\*Freeley, A. J. & Steinberg, D. (2005). *Argumentation and Debate* (11<sup>th</sup> ed). Belmont, CA: Thomson Wadsworth.

Grice, G. L., & Skinner, J. F. (2009). *Mastering Public Speaking* (6<sup>th</sup> ed). New York: Allyn & Bacon

Gura, T. & Lee, C. (2009). *Oral Interpretation* (12<sup>th</sup> ed). New York: Pearson.

- Hay, E. (1992). *Speech Resources: Exercises and Activities*. Los Angeles: Roxbury.
- \*Henning, J.H. (1966). *Improving Oral Communication*. New York: McGraw-Hill.
- Lucas, S.E. (1992). *Selections from the Speech Communication Teacher 1986-1991*. New York: McGraw-Hill.
- Lucas, S.E. (1995). *Selections from the Speech Communication Teacher 1991-1994*. New York: McGraw-Hill.
- Lucas, S.E. (2007). *Selections from the Speech Communication Teacher 2002-2005*. New York: McGraw-Hill.
- McCorkle, S. (1988). *Public Speaking Instructor's Resource Manual*. Boston: Houghton Mifflin.
- Nelson, P. E., Titsworth, S. & Pearson, J. C. (2008). *I speak: Public Speaking for Contemporary Life*. New York: McGraw-Hill.
- O'Hair, D., Rubenstein, H. & Stewart, R. (2007). *A Pocket Guide to Public Speaking* (2<sup>nd</sup> ed). Boston: Bedford/St. Martin's.
- O'Hair, D., Stewart, R. & Rubenstein, H. (2007). *A Speaker's Guidebook: Text and Reference* (3<sup>rd</sup> ed). Boston: Bedford/St. Martin's.
- O'Rourke, J. (2008). *The Truth about Confident Presenting*. Upper Saddle River, N.J: FT Press.
- Osborn, M. Osborn, S. & Osborn, R. (2008). *Public Speaking* (8<sup>th</sup> ed). New York: Allyn & Bacon.
- Phillips, G. M. & Zolten, J. J. (1976). *Structuring Speech: A How-to-do-it Book about Public Speaking*. Indianapolis: Bobbs-Merrill Educational Publishing.
- Sprague, J. & Stuart, D. (2009). *The Speaker's Handbook* (9<sup>th</sup> ed). Belmont, CA: Wadsworth.
- \**The Communication Teacher (1986-2008)*. Annandale, VA: Speech Communication Association.
- Zueschner, R. B. (Ed). (1995). *GIFTS: Great Ideas for Teaching Speech*. New York: Harper Collins.

## 16. PROTOTYPE TEXT

A text is typically selected from the following list:

- Beebe, S. A. & Beebe, S. J. (2011). *Public Speaking: An Audience-Centered Approach* (8<sup>th</sup> ed). New York: Allyn & Bacon.



Jaffe, C. (2012). *Public Speaking: Concepts and Skills for a Diverse Society* (7<sup>th</sup> ed). Belmont, CA: Wadsworth.

Lucas, S. E. (2011). *The Art of Public Speaking* (11<sup>th</sup> ed). New York: McGraw-Hill.

Sprague, J. & Stuart, D. (2009). *The Speaker's Handbook* (9<sup>th</sup> ed). Belmont, CA: Wadsworth.