

## **Written Communication Courses**

### **AMST 101 – 3 credit hours – America & the World**

This course examines the United States and the country's connections to the broader world. By exploring ideas about social class, economics, citizenship, food, race, gender, music, sexuality, immigration, sports, war, art, nationalism, and freedom, the course takes a comparative and critical approach the question: "what is America, and American, in an increasingly global world?" Students in this course will spend time thinking and writing about their place in an interconnected and constantly evolving world.

### **COM 204 - 3 credit hours – Critical Perspectives on Communication**

Introduction to critical thinking and writing about communication. Draws on humanistic and qualitative traditions to help students learn and apply critical approaches to understanding communication.

Course goals:

1. Generate and support an argument about a communication text.
2. Compose a clear thesis statement that condenses an argument into one sentence.
3. Explain how rhetoric is foundational for communication.
4. Distinguish among qualitative methods of communication research.
5. Identify and distinguish among critical perspectives on communication.

Sample Syllabi are available on Course Insights.

### **ENGL 106 – 4 credit hours – First-Year Composition**

ENGL 10600 is the standard 4-credit hour composition course for students at Purdue. Students in the course produce between 7,500-11,500 words of polished writing (or 15,000-22,000 total words, including drafts) or the equivalent. Some of this text production will be done using multimedia, and some of it may be composed in short assignments. Writing topics will be closely tied to the course's theme or approach, and may include personal experiences as well as research-based arguments. Students may also be asked to write on topics that are related to their major fields of study.

ENGL 10600 often includes different types of research directed toward a final project reflecting the expertise students have gained over the semester. Students often explore multiple topics and rhetorical contexts, and produce and analyze digital media environments. So instructors may use planning assignments in order to help students discover and explore a topic, angle, or audience. Students will also spend time reading and discussing writing of their own, their peers, and professionals. Instructors may accomplish this through in-class review sessions or in weekly or bi-weekly conferences. Additionally, instructors may select outside readings related to the theme of the class or readings that are similar in purpose to the writing they expect students to

do. View more information here:

<https://cla.purdue.edu/academic/english/icap/courses/engl106.html>

### **ENGL 108 – 3 credit hours – Accelerated First-Year Composition**

ENGL 10800 is an accelerated composition course that, like ENGL 10600, satisfies the Written Communication and Information Literacy requirements of the university core. As in ENGL 10600, students should expect to produce approximately 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts). Some of this text production may be done using multimedia, and some of it may be composed in short assignments.

Because it meets two or three times a week, without the regular instructor-student conferencing sessions of ENGL 10600, student success in English 10800 requires (a) more self-efficacy and self-regulation; (b) strong writing skills and/or prior writing experiences, and/or (c) the focused content provided by learning communities.

In a nutshell: 108 is 106 without required conferencing.

View more information here:

<https://cla.purdue.edu/academic/english/icap/courses/engl108.html>

### **HONRS 19903 – 3 credit hours; Honors College only – Interdisciplinary Approaches to Writing**

This course is a writing-intensive course in which students learn how to find, evaluate, and use credible information, how to express themselves well in a variety of different written genres, and how to write for different audiences. In this course students will:

1. refine their ability to produce formal academic writing.
2. learn effective strategies for writing project proposals and responding to constructive

feedback.

View more information here: <https://honors.purdue.edu/current-students/honors-courses/all-courses/index.php>

### **SCLA 101 – 3 credit hours – Transformative Texts, Critical Thinking and Communication: Antiquity to Modernity**

SCLA 101 is based on the fundamental premise that great texts inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. Students will examine a series of texts, seeking to understand the contexts in which they were produced, as well as what these texts mean to us today. What do these books tell us about the pains and pleasures of being human; the use and abuse of power; the existence and nature of God or gods; and the power and limits of human reason? What do these texts tell us about others and ourselves? How do they advance our self-understanding? How do they increase our understanding of other people and their perspectives?

SCLA 101 is part of Level I of the Cornerstone certificate program. The course is dedicated to developing and enhancing the ability of students to write clearly, advance their understanding of rhetorical situations and choices; analyze and construct arguments as well as finding and evaluating sources.

Note that each instructor selects a different list of texts for each course. Sample syllabi on Course Insights.

## **Oral Communication Courses**

### **COM 114 (Honors section available) – 3 credit hours - Fundamentals of Speech**

At the end of COM 114, students will be able to:

1. Employ effective verbal and nonverbal delivery techniques while delivering a presentation.
2. Conduct an audience analysis and use the information to adapt messages delivered during a formal presentation.
3. Utilize effective organizational strategies for informational and persuasive presentations by drafting and delivering presentations.
4. Find and incorporate supporting evidence to increase the effectiveness and credibility of the messages delivered in informational and persuasive presentations.

Sample Syllabi on Course Insights.

### **COM 217 – 3 credit hours – Science Writing and Presentation**

COM 21700 is a course designed to equip you with skills to help you more effectively express your ideas and research through both the written and spoken words. Given that many of you will have careers in the sciences, you must effectively communicate complex, scientific information to all types of audiences. In this course, we will be exploring science communication, and how you can improve your ability to convey scientific ideas to a wide variety of audiences. Whether you are pitching an idea to board members of a company, writing a grant proposal for the National Science Foundation, or even explaining what exactly it is you do here at Purdue, good communication is paramount to your success. It is no longer enough to be the smartest person around; you need to be an effective communicator of ideas for your great ideas to reach a broad audience.

This course will require you to prepare and deliver several presentations and turn in several research-based writing assignments. These written assignments, combined with the presentations, will make up most of your grade. Additional points are earned through your participation in out of class activities. These activities include impromptu speeches, individual activities, and group activities.

Sample Syllabi on Course Insights.

### **EDPS 315 – 3 credit hours – Collaborative Leadership: Interpersonal Skills**

This course focuses on developing professional oral communication skills (i.e., conveying meaning through words, visual aids, and non-verbal elements) and understanding of the role of interpersonal and oral communication skills in areas such as leadership development, professionalism, conflict resolution, interviewing, team building, and ethics.

Integrated study of interpersonal skills is key to the process of collaborative leadership. Collaborative leadership is the process through which leaders, guided by self-knowledge and interpersonal awareness, facilitate and empower the potential of diverse individuals and groups through enhanced understanding of factors such as individual motivation, interpersonal skills, and group dynamics.

Sample syllabi on Course Insights.

**SCLA 102 – 3 credit hours – Transformative Texts, Critical Thinking and Communication: Modern World**

SCLA 102, which meets in person, is based on the fundamental premise that great texts – whether famous speeches, essays, or poetry as well as film and digital media – inform and inspire students, encouraging their creative and imaginative capacities, helping students see the world from different perspectives and broadening their worldview. In this class, we'll examine a series of texts (including digital media), seeking to understand the contexts in which these texts were produced as well as what these texts mean to us today.

SCLA 102 is part of Level I of the Cornerstone certificate program. It's dedicated to developing and enhancing the ability of students to convey information through oral presentations; advancing their understanding of the importance of rhetorical situations and choices; analyzing and constructing presentations for different audiences; and gathering and evaluating sources for presentations and using visual aids effectively.

Note that each instructor selects a different list of texts for each course. Sample syllabi on Course Insights.