

Critical Thinking Communication	Use and cite sources appropriately.	Content: Research skills, appropriate use of sources Instructional Strategies: Students will attend research skills workshop in the library.	Instructors will use rubric that measures appropriate citation usage to evaluate writing portfolio and research issue papers.
Critical Thinking Communication	Use research and analysis to develop an oral presentation.	Content: Conducting research, evaluating claims and evidence for support Instructional Strategies: Students will attend research skills workshop in the library. Students will be asked to write three research papers to use in the classroom deliberative exercises.	The instructor will use a rubric that includes a measurement for the quality of research and analysis to evaluate writing portfolio and deliberative exercises.
Critical Thinking Communication	Use nonverbal communication (gestures, dress, eye content, visuals, etc.) to reinforce communications and engage the audience.	Content: Communication in groups, contrasting debate and deliberation, nonverbal awareness Instructional strategies: Students will attend lectures and videos, as well as participate in exercise and deliberative skills workshops	Instructors will use a rubric that includes a measurement for students' use of nonverbal communication to evaluate deliberative exercises.
Critical Thinking Communication	Assess the impact of oral and visual communication during presentations and provide feedback.	Content: Content: Communication in groups, contrasting debate and deliberation, verbal and visual awareness, communication in groups, providing feedback to facilitators Instructional strategies: Students will attend lectures and videos, as well as participate in exercises and deliberative skills workshops	Instructors will use a rubric to evaluate the quality of the feedback that is provided by the student during deliberative presentations. Instructor will use a rubric that includes a measure for students' oral and visual communication during presentations and in student self-evaluations.
Critical Thinking	Use active listening to respond to questions, summarize, clarify and facilitate understanding.	Content: Active listening process, responding to questions, summarizing, clarifying, facilitating understanding, providing feedback to facilitators	Instructors will use a rubric that includes a measurement for students' ability to respond to questions,

Communication		Instructional strategies: Students will attend lectures and videos, as well as participate in exercises and deliberative skills workshops	summarize, clarify, and facilitate understanding to evaluate deliberations and final essay exam.
Critical Thinking Teamwork	Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.	Content: Cultural diversity (conflict management and intercultural barriers), historical perspectives, issue framing, communication in groups (group climate, norms, and roles to support effectiveness), deliberation in the twenty-first century Instructional strategies: Students will attend lectures and videos, as well as participate in exercises and deliberative skills workshops and issues framing workshops	Instructors will use a rubric that includes a measurement for student's ability to handle a culturally diverse group during deliberative exercises.
Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making.	Content: Democracy in America, attitudes about politics, power of choice, ethical considerations (choices, actions, and consequences) Instructional strategies: Students will attend lectures and videos, as well as participate in exercises, discussions, and deliberative skills workshops	Instructors will use a rubric that includes a measurement for student's ability to discuss the connection between choices, ethics, and quality communication to evaluate the students' self-evaluations.

Additional Course Outcomes:

After completing this course students will be able to:

1. Explain the history and theory of public deliberation.
2. Describe the uses for oral and visual communication in group deliberations.
3. Write a personal assessment of your role and communication in group deliberations.
4. Discover and research about complex policy issues that hold competing values.
5. Prepare to participate in three group deliberative exercises.
6. Identify ways in which deliberation is a unique form of communicating when engaged in decision making.

Course Outline:

THINKING ABOUT DEMOCRACY AND THE PUBLIC VOICE	
Introduction to the Course	
Diagnosing the Problem	Read: "College Students Talk Politics" Tie to ethics: "What does this mean for how our choices, actions, and consequences are tied to ethical communication?"
Historical Perspective: What Is the Role of the People?	Read: Federalist #10 and Essay by "Brutus"
Historical Perspectives on American Experience	Read: Excerpt from Alexis de Tocqueville, Democracy in America
Changes in American Politics: How Democratic Are We?	Read: Excerpt from James Fishkin, The Voice of the People Tie to ethics: "What does this mean for how our choices, actions, and consequences are tied to ethical communication"
PAPER DUE:	ATTITUDES ABOUT POLITICS
Debating Deliberative Democracy	Benjamin Barber, "Deliberation, Democracy, and Power" Iris Marion Young, "Communication and the Other" James Bohman, "Deliberative Democracy and Its Critics."
Deliberation as a Democratic Skill	Video: <i>A Public Voice</i> Read: Dave Mathews, "The Power of Choice" Tie to ethics: "What does this mean for how our choices, actions, and consequences are tied to ethical communication"
Contrasting Debate and Deliberation	Read: "Communication in Groups" "Deliberation and Debate: Not One or the Other" "Some Key Characteristics of Debate . . ." Tie to ethics: "What does this mean for how our choices, actions, and consequences are tied to ethical communication"
Workshop at Library	Learning Research Skills
Workshop	Learning Deliberative Skills
Workshop	Learning Deliberative Skills
THINKING ABOUT PUBLIC POLICY ISSUES	
Public Schools: Are they Making the Grade?	Read: Issue book on public education
PAPER DUE:	ISSUE
Deliberative Exercise #1: Public Schools	
The Role of Higher Education in Society	Video: The Role of Higher Education Read: Issue book on Higher Education

Deliberative Exercise #2: The Role of Higher Education in Society	
PAPER DUE:	ISSUE
Politics for the Twenty-First Century: What Should Be Done on Campus?	Read: Issue book on politics for the twenty-first century
Deliberative Exercise #3:	Politics for the Twenty-First Century
PAPER DUE:	ISSUE
FRAMING ISSUES FOR PUBLIC DISCUSSION	
Introduction to Issue Framing	Read: <i>Alcohol: Controlling the Toxic Spill</i>
Issue Framing Workshop	Read: Excerpts from "Framing Issues for Public Deliberation."
RETHINKING DEMOCRATIC POLITICS	
Imagining a Different Politics	Read: Excerpts from "College Students Talk Politics" And "Seeing the Problems of Politics Anew: Redefining the Challenge" Tie to ethics: "What does this mean for how our choices, actions, and consequences are tied to ethical communication"
FINAL TAKE-HOME ESSAY DUE	

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Course Grade A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

Summary of Course Exams, Quizzes, Activities, and Final	
Writing Portfolio - written	60%
Preparation / Participation in Deliberative Exercises – oral, written	30%
Exam – written	10%
	100%