Savannah State University                        Faculty Senate Minutes
Tuesday, September 27, 2005                        Torian Auditorium, Jordan Hall

Senators Present: Jordan, Kalantari, Tessema, Reddick, O’Brien, Leseane, Miller,
Crawford, Metts, Myers, Snyder, Hahn, Asperheim, Afolabi, Ouandlous, Schroeder,
Shearin, Yousuf, Sims, Silver, Chukwukere, Gardner, Gentry, Johnson, Franklin,
Deloach

I. Call to Order
Dr. Carlton Brown called the meeting to order at 4:10 p.m.

II. Approval of Agenda
The agenda was approved without changes.

III. Approval of Minutes
The minutes were approved without changes.

IV. Correspondence
The only item was an e-mail from Dr. Willie Johnson to Dr. Carlton Brown on May 9,
2005. In the e-mail, Dr. Johnson pointed out that elections of officers should have held at
a regularly scheduled meeting and not a called meeting and that Professor O’Brien had
already served as Recording Secretary for two years and would not usually continue in
that capacity according to the Bylaws. Dr. Brown responded by saying that the Bylaws
had not been amended and that an exception had been made.

V. Old Business
A. The new Senators introduced themselves.

B. Faculty Senate Committees
A list of committees was passed out. The Faculty Development Committee should meet
as soon as possible about Teaching and Learning Grants and the Distinguished Professor.
The committees should be convened by the first person on the list for each committee. A
chair for each committee can be named the first time each committee meets.
The committees were formed by soliciting professors or by professors volunteering for
certain committees. New Senators who were not included on the committees can have
their names added.

C. Other
There was no other old business.

VI. New Business
A. Election of Board of Review Chair
Dr. Kalantari was approved by acclamation as the Chair of the Board of Review.
Dr. Ouandlous was approved by acclamation as the alternate Chair of the Board of
Review.
B. New Program and Curriculum Committee Report
The proposal for the new course: Critical Thinking and Communications (HUMN 1201) was approved. The course is designed to strengthen reading, writing, and critical thinking skills essential for the Regents’ Exam. (Below is a copy of the proposal)

VII. Announcements
Dr. Silver announced that there will soon be a proposal for an M.B.A. Action on this will be taken at the Senate meeting next Tuesday (Oct.4).
Enrollment for fall, 2005 is approximately 3,000 students. We are housing 1,700 students on campus and 200 at an off-campus site.
Dr. Williams announced that the Office of Graduate Studies and Sponsored Research will sponsor a recruitment fair in the King-Frazier Center on Oct.12 from 9:00 a.m. until 2:00. Juniors and Seniors are especially encouraged to attend.
Dr. Sarhan announced Business Administration is installing its first honors society in Business on Oct.20.
Dr. Gardner announced that her Psychology students have a reading and math program at the 7th Day Adventist Church on Tuesdays and Thursdays.
The new faculty evaluation instrument will be implemented this year. The instrument is on the web and in the Faculty Manual. Dr. Jordan was evaluated with the new instrument as a test case. Dr. Jordan recommended that the scale for evaluations of faculty by the Chair should be set up on a Likart scale of 0-5 and not 0-2. Statistically speaking, the error occurs in treating an ordinal variable as if it is interval in nature.

VIII. Adjournment
The meeting was adjourned at 5:00 p.m.

FORM II—COURSE ADDITION FORM FOR PROPOSAL # CLASS 2003-01a

A. Course Number: HUMN 1201
B. Course Title: Critical Thinking and Communication
C. Catalogue Description: This course is designed to assist in the development of skills in critical reading, critical thinking, and interpersonal communication in the context of contemporary issues.
D. Rationale: This new course would combine the existing two-hour HUMN 1101(or one-hour HUMN 1102) and the one-hour SPEH 1101 and strengthen the reading component. The combination into a three-hour class should facilitate scheduling for both students and faculty. Also, combining the curricula should allow students more time for developing interpersonal skills while the reading and critical thinking components should provide more context for exercises in interpersonal communication.
E. Library Resource Statement: No change.
F. Credit Hours: 3
G. Prerequisites: none
H. Syllabus: Attached
I. Similarity to or Duplication of Existing Courses: The new course would replace existing courses. A few sections of the old courses would be offered for one or two semesters to allow students who had taken either SPEH 1101 or HUMN 1101, but not both, to complete requirements for area B of the Core.

J. Textbook Change: The new course would require a textbook in Critical Thinking with a section on interpersonal communication or with an additional handbook on communication. An inexpensive topical reader would also be required.

K. Grading Method: Grading would be based on essays and/or projects, tests and quizzes, and oral presentations and class participation.

Approvals:

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<th>Approval</th>
<th>Date</th>
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<tr>
<td>Department Faculty</td>
<td>Dec. 7, 2004</td>
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<td>CLASS Curriculum Committee</td>
<td>Jan. 28, 2005</td>
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<td>College Faculty</td>
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<td>Core Curriculum Committee</td>
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<td>Vice President for Academic Affairs</td>
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Savannah State University
College of Liberal Arts and Social Sciences
Department of Liberal Arts

Humanities 1201
Critical Thinking and Communication
Spring, 2005

Instructor:        Telephone:  
Office:        Hours:  
E-mail:  

Course Description:  
This course is designed to assist in the development of skills in critically reading, thinking, and communicating in the context of contemporary issues. This course focuses not only on improving reading comprehension and analytical skills, but also on identifying problems with logic found in one’s own communication and in that of others, on developing an awareness of techniques commonly used in advertising and political language, on understanding principles of interpersonal communication and public speaking, and on organizing, developing, and presenting audience-centered material.

Textbooks:  
A topical reader such as those in the Longman Topics Reader series.
**Course Goals:**
1. To enhance students’ ability to apply reading and thinking skills to clearly understand and logically analyze issues and problems.
2. To improve students’ reading skills and vocabulary.
3. To enhance students’ ability to critically evaluate and respond to texts from advertising, politics, the internet, and other media.
4. To enhance students’ awareness of the principles of interpersonal communication and provide practice oral communication for different purposes and audiences.
5. To strengthen students’ abilities to evaluate their own evidence and reasoning before speaking or writing and then to present their information with confidence.

**Course Requirements:**
1. Reliable attendance and participation in activities and discussion.
2. Conscientious completion of writing and reading assignments before the class for which they are scheduled.
3. Various forms of presentations, including panel discussions, informative presentations, and argumentative presentations.
4. Numerous exercises and writing activities, including two analytical essays.
5. Occasional quizzes, including practice reading quizzes.
6. Midterm and final exams.

**Grade Assessment** (may vary by instructor)
- Participation 10%
- Exercises, quizzes, short assignments 20%
- Exams 20%
- Essays, journals 20%
- Presentations 30%

**Suggested Schedule:** (Note: The schedule and topics will be adapted fit with the textbooks selected for the course. Reading, writing, and presentation assignments will be incorporated throughout the course.)

- **Week 1:** Introductions; principles of critical thinking, reading, and speaking
- **Week 2:** Identifying and evaluating issues, conclusions, and reasons
- **Week 3:** Identifying and evaluating values and assumptions
- **Week 4:** Analyzing evidence; application to readings
- **Week 5:** Identifying weak reasoning; application to readings
- **Week 6:** Preparing and making panel presentations
- **Week 7:** Role of language in reasoning and persuasion; midterm
- **Week 8:** Analysis of readings
- **Week 9:** Principles of verbal and nonverbal communication
- **Week 10:** Analysis of readings
- **Week 11:** Analysis of readings
- **Week 12:** Analyzing advertising and political language
- **Week 13:** Analyzing websites
- **Week 14:** Presentations
- **Week 15:** Additional presentations; Review
- **Final Exam**