

Faculty Senate James Madison University

Meeting Agenda
January 23, 2003 , 3:30 – 5:00 p.m.
Taylor 306

1. **Call to Order:** Larry Ham, Faculty Marshal.
2. **Approval of Minutes:** David Zimmerman, Secretary of the Senate.
3. **Speaker's Report:** Michael Smilowitz.
 - A. Early Acceptance – Glenda Rooney.
 - B. Library Issues – Ralph Alberico.
 - C. Expanding Horizons Committee.
 - D. January Board of Visitors Meeting.
 - E. Steering Committee's Approval of appointment of Interim Deans.
4. **Treasurer's Report:** Geoff Egekwu.

Computer Lottery.
5. **Committee Reports.**
 - A. Academic Policies – Beth Eck.
 1. Bachelor of Arts/Science degree requirements – Val Larsen.
 2. Grade Distribution Data.
 3. Thanksgiving Holiday.
 - B. Faculty Affairs – Cynthia Gilliatt:
 1. RTA Survey
 2. Part-time faculty members' access to the library and UREC during the summer.
 3. Arrangements for gifts for retirees from Faculty Senate.
 - C. Student / Faculty Relations – Reba Leiding.

Should the Senate provide a Scholarship/Recognition Award for a leader in Student Government?
 - D. General Education Council – Andrew Kohen.

(Please see attached "Cluster One Learning Objectives.")
6. **Old Business.**

Day Care Initiative – Larry Ham. (see:
<http://web.jmu.edu/facultysenate/Documents/fp%20daycare%20report.htm>).
7. **New Business.**

Michael Smilowitz, Ph.D.
Speaker of the Faculty Senate
School of Communication Studies
HANX B17
568-6595
smilowme@jmu.edu

Cluster One Learning Objectives

After completing Cluster One: Skills for the 21st Century, students should be able to use reading, writing and oral communication, critical thinking, and information literacy skills for inquiring, learning, thinking and communicating in their personal, academic, and civic lives. Students must demonstrate competency in information literacy by locating information and using a word processor, presentation software and spreadsheets

Area A: Critical Thinking

After completing coursework in critical thinking, students should be able to:

1. Evaluate claims in terms of clarity, credibility, reliability, and accuracy.
2. Demonstrate the ability to identify, analyze and generate claims, arguments, and positions.
3. Identify and evaluate theses and conclusions, stated and unstated assumptions, and supporting evidence and arguments.
4. Apply these skills to one's own work and the work of others.

Area B: Communication

After completing coursework in communication, students should be able to:

1. Understand and apply the fundamentals of audience analysis, message construction, development, organization, and presentation.
2. Deliver effective oral presentations in a variety of contexts.
3. Identify, evaluate and employ critical and sensitive listening behaviors.
4. Identify and manage the verbal and nonverbal dimensions of communication in a variety of contexts.
5. Recognize and apply the influences of self-concept perception and culture on communication.
6. Identify, evaluate and utilize, the nature and functions of power and the strategies of conflict negotiation.

Area C: Writing

After completing coursework in writing, students should be able to:

1. Develop and support a relevant and informed thesis, or point of view, that is appropriate for its audience, purpose, and occasion.
2. Analyze and evaluate information to identify its argumentative, credible, and ethical elements.
3. Reflect on civic responsibility as it relates to written discourse (critical thinking, reading, and writing).
4. Demonstrate effective writing skills and processes by employing invention, research, critical analysis and evaluation, and revision for audience, purpose, and occasion.
5. Effectively incorporate and document appropriate sources to support a thesis and effectively utilize the conventions of syntax, grammar, punctuation, and spelling.