

Textbook Adoption Request 2024-25

Subject Area / Course:

English Language Art / The Process of Communication (UConn ECE - COMM 1000)

Text Replacing:

N/A

Copyright Date:

N/A

Committee Members: (including Special Education representative(s):

Celina DaSilva, Kelly Smith, (Danielle Fragoso)

Reviewed By Students:

Yes

No

Reviewed by Special Education

Yes

No

Teacher(s): Danielle Fragoso

Title of Text

ISBN #

Copyright Date

COMM 1000: The Process

9781307794724

2023

of Communication

Publisher:

McGraw Hill

Address:

1325 Avenue of the Americas, NYC,
United States

Rationale (indicate goals or objectives addressed from curriculum):

The Process of Communication textbook for COMM 1000 will be the first textbook used in this newly piloted UConn ECE course. As part of this new course, we have elected to adopt the textbook used at UConn, which is suggested to be used with corresponding ECE courses. Using the exact text as UConn students will better prepare our DHHS students for the rigor and experience of an ECE course.

Adopting this textbook would encourage calibration between UConn and our ECE courses, reinforcing our alignment with UConn ECE instructors. To this end, we want to adopt the textbook written by UConn's Dr. Stephen Stifano.

This textbook provides students with important information on communication, including explanations that demystify intrapersonal and interpersonal communication, nonverbal communication, and media literacy. In addition, the text offers many real-world examples that model appropriate and beneficial communication.

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Strengths from a Student Perspective:

- Each chapter of this text explains content using research-based studies and publications. This includes cited references and a lengthy works cited page, which can be found at the end of each chapter.
- The text provides a wide variety of aids to facilitate the educational process. Each chapter includes visual aids, like graphs, charts, tables, and photographs, which help to illustrate the main ideas. Concepts are explained thoroughly and include a variety of contemporary and real-world examples to provide crucial context for learning. Vocabulary terms are bolded throughout, and the corresponding definitions can be found on the same page.
- Concepts are brought to life through engaging examples and scenarios. Each chapter includes sections like “The Dark Side of Communication,” which delves into contemporary issues like misuse of the internet and cautionary tales about our digital footprints, and “The Competent Communicator,” which allows students to reflect on their communication skills. In addition to these sections, each chapter includes specific professional examples related to the subject of the chapter. For example, Chapter 5 focuses on nonverbal communication and includes a section on cultural influence. In this chapter, students can learn the professional responsibilities of an overseas teacher of English (a profession that directly correlates with the subjects covered).
- This textbook provides a consistent and balanced structure for each chapter. Each chapter begins with guided pre-reading questions. Throughout each chapter, students encounter activities to extend their learning. At the end of each chapter, students review the guided questions from the beginning of the chapter. Answers to the questions which can be found in the reading are provided for each question. Key terms are also referenced at the end of each chapter.

Limitations from a Student Perspective:

The main limitation of this textbook is the lack of embedded or referenced digital resources. While contemporary events are referenced, the textbook does not provide links to supplemental materials, activities, or resources. In addition to this, the textbook lacks independent practice materials and summative assessment materials.

Indicate How You Will Address the Limitations of the Selected Text:

- Visual aids: to engage students in the conceptualization of various concepts, the teacher will supplement materials with videos, news articles, and other diagrams that support the learning objectives of each chapter. More specifically, the teacher will work to curate supplemental material to illustrate modern-day examples.
- Independent practice and assessments: the teacher will develop a variety of authentic, project-based assessments to assess student understanding and will supplement these assignments with formative assessments that evaluate the transfer of knowledge, specifically as they relate to lower DOK levels.

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Other Texts Considered	Publishing Company
N/A	

Total Number of Copies	# of Copies	Projected Price Per Copy
Core Classroom Copies	40	\$113.00
Special Education Copies	0	

Total Number of Students	# of Students	Grade levels of Students
Core Classroom Student Number	40	12 (senior Level 2 ECE elective)
Special Education Student Number	0	-

PLEASE NOTE: The costs associated with these texts will come from allotted grant money for use in newly adopted dual-enrollment programs.

Ancillary Material Cost; e.g. teacher’s edition(s), software. Please provide detail for ancillary materials:

Core Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
N/A			

Special Education Ancillary Materials:

Materials Requested	ISBN #	Cost per unit	Total Cost
N/A			

Total Projected Cost:

Board Approval Date: _____

Core Cost	\$113 x 40 = \$4520 (does not include shipping and taxes)
Special Education Cost	\$

Signatures:

Program Coordinator/Chair of Textbook
 Representative
 Adoption Committee

Special Education

Please submit to the Central Office a copy of the student text thirty (30) days in advance of projected submission to the Superintendent.

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