

Eastern Illinois University

## NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

### PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ENG 5260 / CMN 5260
2. **Title (may not exceed 30 characters, including spaces):** Science and Technical Comm.
3. **Long title, if any (may not exceed 100 characters, including spaces):** Communication in Science and Technical Organizations
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2013
7. **Course description:** This course will introduce students to principles and practices of audience-centered communication in organizational settings. Students will learn to communicate scientific and technical information to internal and external stakeholders. Topics such as public relations and risk/crisis communication will be covered. Written and oral projects for this course will focus on energy sector communication.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). N/A
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
  - b. **Prerequisite(s)**
    - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
None.
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
  - c. **Who can waive the prerequisite(s)?**  
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
  - e. **Repeat status:** ☒ Course may not be repeated.  
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Enrollment limited to graduate students.
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:  
None.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  
None.
10. **Grading methods** (check all that apply): ☒ Standard letter    ☐ CR/NC    ☐ Audit    ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

- ☐ The grade for this course will not count in a student's grade point average.
- ☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

- ☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in  (insert course prefix and number).
- ☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

- ☒ lecture    ☐ lab    ☐ lecture/lab combined    ☐ independent study/research  
☐ internship    ☐ performance    ☐ practicum or clinical    ☐ study abroad  
☐ Internet    ☐ hybrid    ☐ other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

1. Understand core theories and principles used by experienced professionals when writing or speaking in the workplace.
2. Understand and apply communication processes—such as public relations, risk communication, and crisis communication—in organizational environments.
3. Develop strategies for communicating effectively with teams, clients, and stakeholders.
4. Apply principles and theories from the course to hypothetical and client-based projects, especially drawn from the energy sector.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
  - EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
  - Depth of content knowledge Objectives 1 and 3
  - Effective critical thinking and problem solving Objectives 2–4
  - Effective oral and written communication Objectives 2 and 4
  - Advanced scholarship through research or creative activity Objective 4

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Assignment/Activity	Objective(s) met	% grade
Analysis of cases/documents	1	10%
Writing internal documents (e.g., letters, memos, policies, proposals, procedures)	2, 3, 4	15%
Writing for public audiences (e.g., press releases, PSAs, informational documents, web content, media kits)	2, 3, 4	20%
Giving oral presentations	2, 3	20%
Writing of a strategic communication plan (e.g., environmental campaign, crisis management plan)	2, 3, 4	15%
Completing reading responses and/or participating in class discussion	1	20%

**3. Explain how the instructor will determine students' grades for the course:**

See above.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
  - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

N/A

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

The class meets for 15 weeks for one 150-minute session each week. A sample course might run as follows:

Week 1: Introduction to core rhetorical/communication principles. Discuss different publics and stakeholders and the role written and oral communication plays in building relationships with those audiences. Possible activities: Analyze/rewrite poorly written brief internal document; identify stakeholders and publics of the Renewable Energy Center (REC).

Week 2: Understanding organizational environments and legitimacy. Organizations are embedded in different sectors/cultures that enable and constrain the organization. The organization has to manage relationships and communicate to audiences outside the organization. Possible activities: map the dependencies of the REC; ask students to focus on different aspects (financial, legal, etc.) of the REC.

Week 3: Writing internal documents. Strategies for writing effective policies, procedures, short proposals, etc. Possible activities: Case-based situation leading to creation of brief internal document.

Week 4: Organizational ethics. Competing interests and their effects on written and oral communication. Ethics involved in written and oral communication, including discourse and corporate citizenship, disclosure and transparency, clarity, efficiency. Possible activity: students research how discipline-specific codes of ethics address communication.

Week 5: Corporate social responsibility. Discuss green campaigns. Possible activity: research a company's campaign, write a position paper on business' role in society.

Week 6–7: Environmental activism/advocacy campaigns. Focus on written and oral communication in the non-profit sector. Possible activity: research government or non-profit organization addressing environmental issues. Create a small-scale environmental campaign.

Weeks 8–9: Writing for the public. Adapting communication to the needs of non-technical audiences. Using social media. Possible activities: create informational materials for the Renewable Energy Center, create document on energy conservation for Coles County residents, make PSAs for WEIU, write a press release.

Week 10: Communicating with the media. Giving interviews. Possible activities: creating a media kit.

Also Week 10: Working in teams. Organizing a meeting. Leading discussions. Communicating with clients. Managing conflict and groupthink. Possible activities: developing a meeting agenda, analyze small group discussions.

Weeks 11–12: Communicating risks. Informing a community through written and oral communication (e.g., letters, town hall meeting). Managing risks. Possible activities: Discuss/analyze prominent cases (e.g., nuclear energy, health fields) and the roles professional communication played in them.

Week 13: Crisis and crisis response. Possible activities: Discuss/analyze prominent cases and the roles professional communication played in them, develop a statement in response to a crisis scenario.

Weeks 14–15: Pre-crisis planning. Creating a crisis management plan. Hosting trainings. Issues management. Possible activities: Create a crisis management plan. Identify central issues for an energy organization.

Week 16: Formal project presentations.

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

This course will serve master's level students in three departments. In English, MA students with a concentration in Professional Writing will be able to take this course as an elective. Currently, other courses in this concentration are at the 4750 level and must also meet the needs of undergraduates in the Professional Writing minor. None of these cross-listed courses focuses on technical communication. MA students in communication studies will be able to take this class as an elective. No other graduate course has an emphasis on applied professional communication skills. This course will also serve as a required course in the MS in Sustainable Energy program.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course is intended for the graduate level and has no pre-requisites.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

### **4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be an elective for master's students in the English and Communication Studies programs. This course will be required of students in the MS in Sustainable Energy program.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

This course will be team-taught by faculty members in English and Communication Studies. Faculty members from English include Terri Fredrick, Roxane Gay, Tim Taylor, and other qualified faculty members. Faculty members from Communication Studies include Claudia Janssen, Matthew Gill, Brian Sowa, and other qualified faculty members.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

### **2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

### **3. Text and supplementary materials to be used (Include publication dates):**

Possible assigned texts include Alred, Brusaw, and Oliu, *Handbook of Technical Writing* (2011); Coombs, *Ongoing Crisis Communication* (2011); Cox, *Environmental Communication and the Public Sphere* (2009), Dobrin and Morey, *Ecosee: Image, Rhetoric, Nature* (2010); Heath & Coombs, *Today's Public Relations* (2005); Killingsworth and Palmer, *Ecospeak: Rhetoric and Environmental Politics in America* (1992); Lucas, *The Art of Public Speaking* (2008); Penrose and Katz, *Writing in the Sciences* (2009); Zappala & Carden, *Public Relations Writing Worktext: A Practical Guide for the Profession* (2009).

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

## **PART VII: APPROVALS**

**Date approved by the department or school: 22 February 2012**

**Date approved by the college curriculum committee: 7 March 2012**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**

**\*In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In

**writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

## Student Success Center

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

## Career Services

<http://www.eiu.edu/~careers/>

**581-2412**

## Disability Services

<http://www.eiu.edu/~disabltv/>

**581-6583**