

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:** HST 4830
2. **Title (may not exceed 30 characters, including spaces):** Health and Humor
3. **Long title, if any (may not exceed 100 characters, including spaces):** Perspectives on Health and Humor
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:** 2014

Course description: This course will focus on theoretical and empirical approaches to understanding humor from a holistic health perspective. Discussion of current research findings will be used to illustrate the vital connection between humor and individual well-being. This class will build and expand upon the basic health concept of the holistic health model through the application of strategies designed to integrate humor into the individual's life.

7. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
No equivalent courses exist.
- 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): **None**

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: Minimum of junior level status
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
9. **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).

10. 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:

| To achieve the following objectives students will be able to: | Evaluation of student learning/percent of grade | Total |
|--|--|-------|
| A. Explain and discuss current theoretical constructs for the phenomenon of humor. | Classroom lessons, participation, and discussion – 5% Group activities – 5% Individualized humor assessment – 5% | 15% |

| | | |
|--|---|-------|
| B. Explain, analyze, and interpret the impact of humor on the physical, social, spiritual, intellectual, environmental, and mental/emotional dimensions of well-being. | Classroom lessons, participation, and discussion – 5% Group activities – 5% Quiz – 2.5% Review of current literature – 2.5% | 15% |
| C. Examine sources of stress and implement strategies, including humor to manage and defuse stress. | Self-evaluation and self-reflection – 2.5% Individualized projects – 5% Classroom lessons, participation, and discussion – 5% Problem-solving scenarios – 2.5% Quiz – 2.5% Reflective writing assignments – 2.5% | 20% |
| D. Modify the capacity for humor and laughter. | Self-evaluation and self-reflection – 2.5% Group activities – 2.5% Classroom lessons, participation, and discussion – 2.5% Reflective writing assignments – 5% | 12.5% |
| E. Formulate and integrate humor strategies in all facets of life, including the home environment, social situations, and the workplace. | Individual presentations of results of an Interview conducted – 7.5% Individual presentations of current, relevant research related to humor – 7.5% Classroom participation and discussion – 2.5% Quiz – 2.5% Reflective writing assignments – 5% | 25% |
| F. Categorize and evaluate different forms or genres of humor, and discriminate between positive and negative forms of humor. | Class participation and discussion – 2.5% Final exam – 10% | 12.5% |

a. 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
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

| Learning Goals | Student Learning Objectives/Outcomes |
|--|--------------------------------------|
| Depth of content knowledge | A, B, C, D, E, F |
| Effective critical thinking and problem solving | B, C, E, F |
| Effective oral and written communication | B, C, D, E |
| Advanced scholarship through research or creative activity | B, C, E |

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

a. Refer to Table in Part II, Section1.

(1) Classroom lesson, participation, and discussion (22.5%)

Presentation of topical information pertaining to humor will be presented. Participation and discussion is expected and encouraged.

(2) Group activities (12.5%)

Activities designed to illustrate or apply a humor concept, elicit group cohesion and stimulate social interaction will be conducted.

(3) Individualized humor assessment (5%)

Students will complete at least two different humor inventory/scale(s) – one will be completed online and the results printed out to be handed in. The other will be an assessment using a printed survey instrument provided by the instructor that will be completed by hand.

(4) Review of Current Literature (2.5%)

An overview of historical foundations for humor as well as the current literature regarding humor will be presented and discussed.

(5) Quizzes (7.5%)

There will be periodic quizzes covering course material as well as the application of humor concepts.

(6) Self-evaluation and self-reflection (5%)

These assignments will provide an opportunity for each student to examine different aspects of various forms of entertainment, such as movies, television shows, and comedy skits in order to evaluate the elements of humor that appeal to them and to reflect on the subtle and not so subtle differences in humor formats.

(7) Individualized projects (5%)

Students will complete a stress management plan in which they will identify the major stressors in their lives and formulate a multi-pronged set of strategies (including humor) to help manage stress given their individual situations. Students will also complete an individualized humor plan which is specifically designed to purposefully select humor strategies in order to increase their sense of humor both quantitatively and qualitatively.

(8) Problem solving scenarios (2.5%)

“Problems” involving selling a product, resolving a conflict, or employing in several social situations will be presented. Students will have the opportunity to work individually as well as in groups.

(9) Reflective writing assignments (12.5%)

Students will be assigned two article reviews relating to the topic of humor and health. Articles should be not older than 10 years; approved by the instructor; follow accepted format for typing and referencing; and be a minimum of three pages each. Students will also be asked to write a reflection from time to time about a presentation or video made in class.

(10) Individual presentation of results of an interview (7.5%)

Each student will interview someone in the professional arena – doctor, lawyer, nurse, teacher, counselor, clinician, etc. to discover if, how, and when he/she uses humor in his/her position. Specific format for paper will be provided. Student will present findings in a brief class presentation.

(11) Individual presentation of current, relevant research related to humor (7.5%)

Students will research a specific topic related to humor and health and make a 10-15 minute electronic media presentation in class. The presentation must include a minimum of five references which will be included in the power point slides. Each student will also provide a copy of the power point presentation to the instructor and their classmates.

(12) Final exam (10%)

The final exam will be comprehensive and the format will include both forced-choice and short answer questions covering the major concepts of the course.

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

| Undergraduate credit | % | Graduate credit | % |
|--|------|--|------|
| Classroom lesson, participation, and discussion | 22.5 | Classroom lesson, participation, and discussion | 20.0 |
| Group activities | 12.5 | Group activities | 10.0 |
| Individualized humor assessment | 5.0 | Individualized humor assessment | 5.0 |
| Review of current literature | 2.5 | Review of current literature | 2.5 |
| Quizzes | 7.5 | Quizzes | 5.0 |
| Self-evaluation and self-reflection | 5.0 | Self-evaluation and self-reflection | 5.0 |
| Individualized projects | 5.0 | Individualized projects | 5.0 |
| Problem-solving scenarios | 2.5 | Problem-solving scenarios | 2.5 |
| Reflective writing assignments (2) | 12.5 | Reflective writing assignments (4) | 15.0 |
| Individual presentation of results of an interview | 7.5 | Individual presentation of results of an interview | 5.0 |
| Individual presentation of current, relevant research related to humor | 7.5 | Individual presentation of current, relevant research related to humor | 5.0 |
| Final Exam | 10.0 | Research paper | 12.5 |
| | | Final Exam | 7.5 |
| Total | 100 | Total | 100 |

Grading scale 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 0-59 = F
 For students seeking graduate credit: 100-90 = A, 89-80 = B, 79-70 = C, 0-69 = F

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:

All supplemental materials (Power points, textbook ancillaries, etc.) will be provided through a Learning Management system, such as Desire2Learn. Links to current articles and other web resources pertinent to course materials and objectives will be provided through the Learning Management System. Online discussions will be conducted to explore greater detail of topics, controversial aspects of course content, or reactions to different humor genres.

b. Describe how the integrity of student work will be assured:

Written assignments: Written assignments will be developed by the instructor that are designed to decrease the potential for plagiarism. Papers, article reviews, and reflective writing assignments can be assessed by outside tools such as Turnitin to ensure the work is the student's own. Instructors May require a rough draft with subsequent revision, which also reduces the opportunities for cheating. These techniques would be appropriate for any of the delivery modalities.

Quizzes: Quizzes in technology-delivered formats will be presented within the currently available online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question deliver, etc., as well as providing tracking data about when students log into the system to take a test/quiz. In many ways, this method makes it easier to identify students who may be working together while taking the exam.

Presentations: Presentation topics are developed by the instructor in cooperation with each student. Instructors can check source materials and search the web to ensure the presentation has not been copied directly from someone else's work.

- 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.):**

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in hybrid/online courses. Further communication will be available via email, and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google docs, Google Hangouts and Google chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools that will become available will be utilized, as appropriate.

- 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.

Students taking the course for graduate credit will be required to complete two additional reflective writing assignments and a more rigorous and comprehensive research paper in addition to the requirements required for undergraduate credit. Graduate students will also be expected to take a leading role in classroom or online discussions.

| Undergraduate credit | % | Graduate credit | % |
|--|------|--|------|
| Classroom lesson, participation, and discussion | 22.5 | Classroom lesson, participation, and discussion | 20.0 |
| Group activities | 12.5 | Group activities | 10.0 |
| Individualized humor assessment | 5.0 | Individualized humor assessment | 5.0 |
| Review of current literature | 2.5 | Review of current literature | 2.5 |
| Quizzes | 7.5 | Quizzes | 5.0 |
| Self-evaluation and self-reflection | 5.0 | Self-evaluation and self-reflection | 5.0 |
| Individualized projects | 5.0 | Individualized projects | 5.0 |
| Problem-solving scenarios | 2.5 | Problem-solving scenarios | 2.5 |
| Reflective writing assignments (2) | 12.5 | Reflective writing assignments (4) | 15.0 |
| Individual presentation of results of an interview | 7.5 | Individual presentation of results of an interview | 5.0 |
| Individual presentation of current, relevant research related to humor | 7.5 | Individual presentation of current, relevant research related to humor | 5.0 |
| Final Exam | 10.0 | Research paper | 12.5 |
| | | Final Exam | 7.5 |
| Total | 100 | Total | 100 |

- 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 *.)** Writing Active (for example, self-assessment, reflective writing assignments, problem-solving scenarios, research paper(s))

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.

Note: For every 50 minutes of face to face time, it is assumed that the student will spend a minimum of 100 minutes on additional coursework.

| Time Frame | Topic Covered | Face to Face Time Allotment | Hybrid Course | Online Course |
|-------------|---|-----------------------------|--|--------------------|
| Week 1 | Introduction to course. Course overview including purpose, activities, and terminology. Holistic Health Model. | 150 minutes | F2F: 100 minutes Online: discussion board 50 minutes | 150 minutes online |
| Week 2 | Conceptual Foundations of Humor: Definition, theories of humor | 150 minutes | F2F: 75 minutes Online: discussion board 75 minutes | 150 minutes online |
| Week 3 | Assessment of Humor: Humor assessment scales and inventories | 150 minutes | F2F: 75 minutes Online: web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Week 4 | Humor Styles and Cultural Considerations of Humor and Humor Style. | 150 minutes | F2F: 75 minutes Online: web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Week 5 | Developmental aspects of humor: Smiling and laughter in infants and children, humor development through adolescence, adulthood, and old age. | 150 minutes | F2F: 75 minutes Online: web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Week 6 | Humor impact on social well-being: group dynamics, interpersonal attraction, and persuasion. | 150 minutes | F2F: 75 minutes Online: web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Weeks 7 & 8 | Psychological aspects of humor: coping factor, learning, self-perception. Humor and personality: locus of control, self-monitoring, extraversion. Humor and sex | 300 minutes | F2F: 150 minutes Online: web-based assignments, discussion boards 150 minutes | 300 minutes online |

| | | | | |
|---------------|--|-------------|---|--------------------|
| | differences. | | | |
| Week 9 | Cognitive aspects of health and humor: intelligence, creativity, memory, linguistic analyses of humor | 150 minutes | F2F: 75 minutes Online: web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Weeks 10 & 11 | Humor and physical health: brain studies of humor and laughter, pain control, therapeutic aspects, effects on endocrine, autonomic, and immune systems | 300 minutes | F2F: 150 minutes Online: web-based assignments, discussion boards 150 minutes | 150 minutes online |
| Week 12 | Humor and mental wellness: Resiliency, moderator of life stress, conflict resolution | 150 minutes | F2F: 75 minutes Online: presentations, web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Week 13 | Environmental influences on humor and laughter | 150 minutes | F2F: 75 minutes, Online: presentations, web-based assignments, discussion boards 75 minutes | 150 minutes online |
| Weeks 14 & 15 | Humor applications: quality of life, uses in education, the workplace, advertising, psychotherapy. | 300 minutes | F2F: 150 minutes Online: presentations, web-based assignments, discussion boards 150 minutes | 300 minutes online |

PART IV: PURPOSE AND NEED

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

A research-based discussion and investigation of humor and its relationship to health is not covered in depth by any other existing course. Health practitioners in the school, community, public health, and other professional settings require professional development and this course would fulfill those needs.

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. N/A

b. If the course or some sections of the course may be technology delivered, explain why.
Having multiple modalities allows us to better serve the needs of our student clientele.

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

Basic concepts of health relative to the content of this course are necessary. In addition, the competencies, critical thinking skills, cooperative learning skills, and maturity level required for satisfactory course completion is indicative of upper level designation.

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.

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

- 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. N/A**

- 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.**

- 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.)**

- Machovec, F. (2012). *Humor: Theory History Application*
 McGhee, P. (2010). *Humor: The Lighter Path to Resilience and Health*
 Additional Readings as assigned.

Date approved by the college curriculum committee: 01/27/2014

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).

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