Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. __X__ New Course or _____ Revision of Existing Course

2. **Course prefix and number:** _CMN 5155_____

3. **Short title:** _Comm and Aging_____

4. **Long title:** _Communication and Aging_____

5. **Hours per week:** __3_ Class   _0__ Lab   __3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   _X__ On demand

7. **Initial term**: ___ Fall   ___ Spring   _X__ Summer   Year: _2016_____

8. **Catalog course description:**
   A survey of the research in key areas related to aging and communication. Course introduces central theories of communication and aging and approaches to studying intergenerational communication. Communication's influence on societal attitudes about aging and intergenerational communication, and the impact of communication on issues of independence, wellbeing, healthcare, close personal relationships, decision-making, and other communicative contexts related to aging will be examined.

9. **Course attributes:**

   General education component: _____N/A_____

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _X__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face   _X__ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. ___N/A_____

12. **Equivalent course(s):** __None_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   ___ No

13. **Prerequisite(s):** ___None_____

    a. Can prerequisite be taken concurrently? ___ Yes   ___ No

    b. Minimum grade required for the prerequisite course(s)? ___

c. Use Banner coding to enforce prerequisite course(s)? ___ Yes ___ No

d. Who may waive prerequisite(s)?

___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (specify)

14. Co-requisite(s): ____None_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: _____All_____

b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: ____None_____

16. Repeat status: __X_ May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: __X_ Standard ___ CR/NC __ Audit ___ ABC/NC

19. Special grading provisions:

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:
_____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:
Supplemental Materials or Software____None_____

Course Fee _X__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

__X_ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. _X__Course is required for the major(s) of ___Online MA in Gerontology_____

    ___Course is required for the minor(s) of _____

    ___Course is required for the certificate program(s) of _____

    __X_ Course is used as an elective for students in the MA in Gerontology program.

2. **Rationale for proposal**: The Gerontology Program is proposing a new online program, beginning summer 2015. This course will be a required core course for the program.

3. **Justifications for (answer N/A if not applicable)**

    Similarity to other courses: N/A

    Prerequisites: N/A

    Co-requisites: N/A

    Enrollment restrictions: N/A

    Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

    General education component: N/A

    Curriculum: N/A

    Instruction: N/A

    Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

    Online or hybrid delivery justification: Because the Gerontology MA program is creating an online program, this course must be taught online as part of the proposed program's curriculum. It provides Gerontology students with significant foundation in communication theory and the impact communication has on aging, intergenerational interaction, and wellbeing.

    Instruction: Course content will be delivered online in a variety of media such as text, video, and audio as appropriate and hosted on the University's online learning platform. Instructors will complete OCDi certification or equivalent.

    Integrity: Students will be required to complete a module on academic integrity at the beginning of the course. Assignments will be checked for originality in a variety of ways. For example, written assignments will be turned in through the University's online learning platform and checked for plagiarism using digital tools as well as traditional methods. Exams will be timed and require browser locks. Discussion posts and formal written work will be graded for substantive commentary from the students that is both accurate in terms of course content and novel in terms of students' own insights and experiences.

<u>Interaction</u>: The instructor will facilitate student-faculty and student-student interaction via email, phone, video conferencing, social media, discussion boards, and/or shared online workspaces. In each module, students will be required to post to an online discussion board in response to prompts posed by the instructor as well as in response to their peers' comments. As part of their social action project, students will be required to pair with a classmate for peer review and reflections/discussion of their respective experiences. As a class, students may also be required to meet multiple times during the term to participate synchronously via video conferencing and shared workspaces or online chats.

Model Syllabus (Part II)

1. **Course number and title**: CMN 5155, Communication and Aging

2. **Catalog description:** A survey of the research in key areas related to aging and communication. Course introduces central theories of communication and aging and approaches to studying intergenerational communication. Communication's influence on societal attitudes about aging and intergenerational communication, and the impact of communication on issues of independence, wellbeing, healthcare, close personal relationships, decision-making, and other communicative contexts related to aging will be examined.

3. **Learning objectives:**
*Note: Graduate learning goals are noted in parentheses
    1. Students will be able to *discuss* relevant communication theories and *employ* them in aging and intergenerational communication contexts. (depth of content knowledge, critical thinking, oral and written, advanced scholarship)
    2. Students will be able to critically *evaluate* research studies related to communication and aging. (depth of content knowledge, critical thinking, oral and written, advanced scholarship)
    3. Students will *recognize* the socially constructed nature of attitudes about aging and their impact on relationships and wellbeing. (depth of content knowledge, critical thinking, oral and written)
    4. Students will be able to *evaluate* their own and others' communication with older adults. (depth of content knowledge, critical thinking, oral and written)
    5. Students will be able to *implement* tactics for improving intergenerational communication. (depth of content knowledge, critical thinking, oral and written)
    6. Students will be able to *demonstrate* communication that fosters self-determination and positive intergenerational relationships. (depth of content knowledge, critical thinking, oral and written)

4. **Course materials:**
    Nussbaum, J.F., Coupland, J. (eds.) (2004). *Handbook of Communication and Aging Research (2nd edition).* New York: Routledge.

    Nussbaum, J.F. & Pecchioni, L. L., Robinson, J.D., & Thompson, T.L. (2000). *Communication and Aging (2nd edition).* New York: Routledge.

    Additional readings will be posted online.

5. **Weekly outline of content:**

* The course is designed as an intensive 6-week course but can be modified to accommodate a shorter or longer schedule.

Week 1/ Module 1: **The Experience of Aging**
- Exploring attitudes and stereotypes about aging
- Normal aging changes and their implications for communication
- The effects of dementia on communication
- Barriers to communication
- Research considerations

Week 2/ Module 2: **Intergenerational Communication**
- Intergroup theories
- Accommodation and Patronizing speech
- Cultural and historical perspectives
- Social construction and sociolinguistic theories
- Research considerations

Week 3/ Module 3: **Close Intergenerational Relationships**
- Adult parent-child relationships
- Family relationships and friendships
- Socio-emotional selectivity
- Lifestyle changes
- Roles and norms
- Research considerations

Week 4/ Module 4: **Relational Considerations**
- Paternalism and autonomy
- Caregiving challenges
- Care receiving challenges
- Decision-making
- Self-determination

Week 5/ Module 5: **Health Communication**
- Communication as a precursor for wellbeing
- Communication Predicament of Aging
- Communication Enhancement Model
- Institutionalized communication, residential care, & nursing care
- End of life issues
- Successful aging

Week 6/ Module 6: **Mass Communication**:
- Media portrayals
- Media usage
- Marketing to older adults
- Scams and communicative precautions
- Final project presentations

6. **Assignments and evaluation:**
    Discussion Posts 15%
    Peer responses 5%
    Book review 25%
    Social Action Project 25%
    Exams 30%

7. Grading scale:
    Letter grades will be assigned based on the following scale:
    90-100% A   80-89% B   70-79% C   60-69% D   Below 60% F

8. Correlation of learning objectives to assignments and evaluation:

Course Objective	Discussion Posts (15%)	Peer Responses (5%)	Book Review (25%)	Social Action Project (25%)	Exams (30%)
Students will be able to *discuss* relevant communication theories and *employ* them in aging and intergenerational communication contexts.	X	X	X	X	X
Students will be able to critically *evaluate* research studies related to communication and aging.	X	X	X		X
Students will *recognize* the socially constructed nature of attitudes about aging and their impact on relationships and wellbeing.	X	X	X	X	X
Students will be able to *evaluate* their own and others' communication with older adults.	X	X	X	X	X
Students will be able to *implement* tactics for	X			X	X

improving intergenerational communication.					
Students will be able to *demonstrate* communication that fosters self-determination and positive intergenerational relationships.	X			X	X

Date approved by the department or school: 1/29/15
Date approved by the college curriculum committee: 2/11/15
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: