

**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. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: ☐ CMN 5240\_\_\_\_\_
3. Short title: \_\_\_\_\_ Communication Pedagogy \_\_\_\_\_
4. Long title: \_\_\_\_\_ Communication Pedagogy\_\_\_\_\_
5. Hours per week: ☐ 3\_ Class ☐ 0\_ Lab ☐ 3\_ Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: ☐ 2016\_\_\_\_\_
8. **Catalog course description:** This course focuses on theories, problems, methods, instructional strategies, and philosophies related to communication pedagogy. The course provides an introduction to the sub-fields of instructional communication and communication education, a survey of various instructional strategies, and an in depth examination of the rhetorical and relational aspects of teacher and student communication in and out of the classroom. Students will be required to complete an instructional portfolio.
9. **Course attributes:**  
  
General education component: ☐ None\_\_\_\_\_
- ☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. **Instructional delivery**  
**Type of Course:**  
  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_
- Mode(s) of Delivery:**  
  
☒ Face to Face ☐ 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. ☐ None\_\_\_\_\_
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 may take the course: ☐ Graduate Students \_\_\_\_\_

b. Degrees, colleges, majors, levels, classes which may not take the course: ☐ Undergraduates \_\_\_\_\_

16. Repeat status: ☒ 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: ☐ 3 \_\_\_\_\_

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not 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: None

Supplemental Materials or Software \_\_\_\_\_

Course Fee ☐ No ☐ Yes, Explain if yes \_\_\_\_\_

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not 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 \_\_\_ MA in Communication Studies  
\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
\_\_\_ Course is used as an elective
2. **Rationale for proposal:** The course revision focuses largely on updating course content to better meet the needs of current students and account for changes in communication pedagogy since the course was last revised. The revision was also an opportunity to update the course objectives and explicitly connect them to the graduate learning goals.
3. **Justifications for (answer N/A if not applicable)**  
Similarity to other courses: N/A  
Prerequisites: N/A  
Co-requisites: N/A  
Enrollment restrictions: This course is designed to provide advanced instructional content for students interested in teaching communication at the collegiate level once they graduate with their Masters degree. Therefore it assumes student preparation equivalent with being admitted to the graduate school at Eastern Illinois University.  
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: N/A  
Instruction: N/A  
Integrity: N/A  
Interaction: N/A

## **Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title: CMN 5240: Communication Pedagogy**

**2. Catalog description**

This course focuses on theories, problems, methods, instructional strategies, and philosophies related to communication pedagogy. The course provides an introduction to the sub-fields of instructional communication and communication education, a survey of various instructional strategies, and an in depth examination of the rhetorical and relational aspects of teacher and student communication in and out of the classroom. Students will be required to complete an instructional portfolio.

**3. Learning objectives.**

After taking this course students will be able to:

- evaluate the strengths, weaknesses, and applications of different instructional strategies (Depth of content knowledge, critical thinking and problem solving skills)
- examine pedagogical and communication theory and their implications for teaching (Depth of content knowledge, critical thinking and problem solving skills)
- analyze research in communication education/instructional communication/training and development (Depth of content knowledge, critical thinking and problem solving skills, effective oral and written communication skills)
- apply theory and research in the evaluation of pedagogical practices (Critical thinking and problem solving skills, effective oral and written communication skills, advanced scholarship through research/creative activity)
- apply theory and research in developing instructional resources (Critical thinking and problem solving skills, effective oral and written communication skills, advanced scholarship through research/creative activity)
- develop competency in teaching communication skills to others (Depth of content knowledge, critical thinking and problem solving skills, effective oral and written communication skills)

**4. Course materials**

McKeachie, W. J., & Svinicki, M. (2014). *McKeachie's teaching tips: Strategies, research and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth Cengage.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Pearson.

Additional readings will be available via the LMS.

**5. Weekly outline of content.**

Week 1	Introduction to Course
Week 2	The Whole Teacher: Mind, Body, and Spirit
Week 3	Introduction to the Communication Discipline
Week 4	Instructional Strategies: Overview
Week 5	Instructional Strategies: Motivation
Week 6	Instructional Strategies: Active Learning
Week 7	Instructional Strategies: Technology
Week 8	Assessment/Testing/Grading
Week 9	Interpersonal and Relational Communication in the Classroom
Week 10	Managing Communication In/Out of the Classroom
Week 11	Diversity
Week 12	Critical Pedagogy
Week 13	Teaching, Mentoring, and Making a Difference
Week 14	Instructional Portfolio Presentations
Week 15	Back to the Whole Teacher
Week 16	Final exam

**6. Assignments and evaluation, including weights for final course grade.**

Instructional Portfolio	35%
Reflection Papers	15%
Final Exam	15%
Facilitations	10%
Preparation Assts & Discussion	25%

**7. Grading scale**

A = 90-100%  
B = 80-89.9%  
C = 70-79.9%  
D = 60-69.9%  
F = Below 60%

**8. Correlation of learning objectives to assignments and evaluation.**

	Instructional Portfolio (35%)	Reflection Papers (15%)	Final Exam (15%)	Facilitations (10%)	Preparation Assts & Discussion (25%)
Evaluate the strengths, weaknesses, and applications of different instructional strategies (Depth of content knowledge, critical thinking and problem solving skills)		X	X		X
Examine pedagogical and communication theory and their implications for teaching (Depth of content knowledge, critical thinking and problem solving skills)		X	X		X
Analyze research in communication education/instructional communication/training and development (Depth of content knowledge, critical thinking and problem solving skills, effective oral and written communication skills)		X	X		X
Apply theory and research in the evaluation of pedagogical practices (Critical thinking and problem solving skills, effective oral and written communication skills, advanced scholarship through research/creative activity)	X			X	X
Apply theory and research in developing instructional resources (Critical thinking and problem solving skills, effective oral and written communication skills, advanced scholarship through research/creative activity)	X			X	X
Develop competency in teaching communication skills to others (Depth of content knowledge, critical thinking and problem solving skills, effective oral and written communication skills)	X			X	X

**Date approved by the department or school: January 25, 2016**

**Date approved by the college curriculum committee: February 10, 2016**

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

**Date approved by CAA: CGS:**