

**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 5550 (A, B, D-F, H-M, O-Q, & T-Y) \_\_\_\_\_
3. Short title: \_\_\_\_\_ Special Topics in CMN \_\_\_\_\_
4. Long title: \_\_\_\_\_ Special Topics in Communication Studies \_\_\_\_\_
5. Hours per week: ☐ 3 Class ☐ 0 Lab ☐ 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: ☐ 2022 \_\_\_\_\_
8. **Catalog course description:** This course will offer special topics not covered in depth in other Communication Studies courses. The focus is on the application of theory to contemporary issues and combines various perspectives from across the discipline. Topics will vary from semester to semester.

**9. Course attributes:**

General education component: ☐ N/A \_\_\_\_\_

☐ 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 (CMN graduate coordinator)

**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 for credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐ 6 \_\_\_\_\_

**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:**

Supplemental Materials or Software ☐ None \_\_\_\_\_

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. ☐ Course is required for the major(s) of \_\_\_\_\_  
☐ 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:** This revision updates the proposal to bring it in line with how the course is currently being taught. The learning goals, course lettering designation, catalog description, and course objectives have been updated.
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 in-depth examination of theories and concepts suitable for students who are engaging in research at the graduate level.  
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: Although the course will primarily be offered face-to-face, it may be offered online from time to time for the Communication and Leadership degree, and the Graduate Certificate in Communication Processes. These two areas are growing exponentially, and online options are needed for these students.  
  
Instruction: All resources and activities will be available through the university learning management system. The system provides students with 24-hour online access to all course files, syllabus, PowerPoint files, media content, assignments, group activities, and discussion. Faculty assigned to teach the course will have completed OCDi training, or the equivalent.  
  
Integrity: Several mechanisms will be in place to ensure the integrity of the course. Any exams or quizzes will be administered through the learning management system and must be completed within a pre-determined time limit. Written assignments will be processed through anti-plagiarism software (such as Turnitin). Discussion boards will be monitored for accurate and original content.  
  
Interaction: The learning management system will be the required means to facilitate interaction between students, and between students and instructor. Discussion boards will be

used extensively, as will video and/or audio PowerPoint presentations. Students will also facilitate using widely available interactive technology. While primarily asynchronous, faculty may choose to schedule synchronous meetings using the learning management system or equivalent.

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

**1. Course Number and Title:** CMN 5550: Special topics in Communication Studies

**2. Catalog Description:** This course will offer special topics not covered in depth in other Communication Studies courses. The focus is on the application of theory to contemporary issues and combines various perspectives from across the discipline. Topics will vary from semester to semester.

### **3. Learning Objectives:**

Upon completion of this course, students will be able to:

- Discuss relevant theories and employ them in appropriate communicative contexts (GLG 1-4)
- Critically evaluate research studies related to the topic (GLG 2, 4, 5)
- Recognize connections between perspectives in the Communication Studies field (GLG 1, 2, 4)
- Evaluate communication in relevant contexts and generate appropriate recommendations (GLG 1-5)

### **4. Course Materials:**

Weekly readings will be posted on the university's online learning management system.

**\*\*\*The following assumes a sample topic course in Health Communication as a course example**

### **5. Weekly Sample Outline of Content**

Week 1: Social construction of health and illness; social, cultural, and political discourses about health

Week 2: Models of individual health behavior

Week 3: Models of interpersonal health behavior change

Week 4: Models of community and group health behavior change

Week 5: Patient Provider communication

Week 6: Patient empowerment and participation

Week 7: Family communication and social support

Week 8: Power and privilege: Disparities in medical care

Week 9: Healthcare interventions and interactions with marginalized populations

Week 10: Critique of mediated health messages

Week 11: Entertainment education

Week 12: Public Health Advocacy

Week 13: Health campaign development, theory and practice

Week 14: Health campaign assessment

Week 15: Technology and health: telemedicine, ehealth, mhealth

Week 16: Final exam week: project presentations

### **6. Assignments:**

Theoretical conversation paper (20%): You will choose three theorists (one or two

theorists of individual health behavior models and one or two theorists of interpersonal/ community behavior change models) and write a 5 – 7 page paper that puts those individuals in conversation with one another to compare, contrast, and extend each of their perspectives.

Reflection paper (20%) – Discuss what your perspective on health and healthcare is and what factors have influenced it. This 5 to 7 page paper should consider your own cultural and socioeconomic background, personal and familial experiences with health and healthcare, the way you address health and wellness with important others, and any additional communicative factors that inform your perspective.

Final Paper and Presentation (40%) - Health campaign critique – This paper should be a culmination of the topics discussed this semester. It should demonstrate your understanding of theory and practice related to health communication. You will choose a national or international health campaign. Gather texts and materials related to the campaign. Analyze the campaign using models of health behavior and health behavior change, an understanding of power and privilege as well as the strategic elements of campaign design. Compose a 15 to 20-page paper that identifies and discusses the campaign, your methods of analysis/assessment, your critique, and recommendations for improvement. You will present your findings and recommendations in a 12 to 15 minute formal presentation during the final exam period.

Discussion leader (20%) – Each student will choose one week to lead on two of the assigned readings. Acting as discussion leader will include the development of 10 to 12 critical questions about the readings and a handout for the class.

## 7. Grading scale:

Letter grades will be assigned based on the following scale:

- A = 100 – 90%
- B = below 90 – 80%
- C = below 80 - 70%
- D = below 70 - 60%
- F = below 60%

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

	<b>Theoretical conversation paper (20%)</b>	<b>Reflection Paper (20%)</b>	<b>Final Paper and Presentation (40%)</b>	<b>Discussion Leader (20%)</b>
Discuss relevant theories and employ them in appropriate communicative contexts (GLG 1-4)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Critically evaluate research studies related to the topic (GLG 2, 3, 4, 5)			<b>X</b>	<b>X</b>
Recognize connections between perspectives in the Communication Studies field (GLG 1, 2, 3, 4)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

Evaluate communication in relevant contexts and generate appropriate recommendations (GLG 1-5)		<b>X</b>	<b>X</b>	<b>X</b>
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**Date approved by the department or school:** February 9, 2022

**Date approved by the college curriculum committee:** March 2, 2022

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

**Date approved by CAA:**      **CGS:**