

Eastern Illinois University  
**Revised Course Proposal**  
**CMN 2650, Introduction to Organizational Communication**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** CMN 2650
2. **Title (may not exceed 30 characters, including spaces):** Organizational Communication
3. **Long title, if any (may not exceed 100 characters, including spaces):** Introduction to Organizational Communication
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:** 2012
7. **Course description:** This course includes basic theories, structures and functions of communication in business and professional settings. It also includes effective leadership, decision making, and management of communication techniques.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). Other academic programs may have similar courses but none focus on communication issues and contexts. There is no similar course in the department curriculum.
    - 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.  
N/A
    - 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): N/A
  - 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:  
N/A

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:  
N/A

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

**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:** N/A

☐ 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:** N/A

☐ 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. Students will describe traditional theories of organization
2. Students will analyze the basics of internal and external organizational environments
3. Students will describe basic principles of superior-subordinate communication, peer communication, and organizational assimilation and socialization
4. Students will state basic principles of leadership and organizational change
5. Students will apply basic decision making processes
6. Students will apply basic conflict management processes
7. Students will analyze the influence of communication technology on organizations
8. Students will describe the basics of organizational ethics

9. Students will demonstrate principles of effective business and professional writing

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:

- N/A

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:

N/A

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

Learning Objective	Exams & Quizzes	Activities/ Discussion	Final Project	Case Study
1	X	X	X	X
2	X	X	X	X
3	X	X	X	
4	X	X	X	
5	X	X	X	X
6	X	X		X
7	X	X		X
8	X	X	X	X
9		X		

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

Exams & Quizzes	30%
Activities/Discussion	30%
Final Project	15%
Case Study	25%

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:

The electronic version of CMN 2650 will be delivered via the University's learning management system (currently WebCT). The course site will be constructed of learning units that will roughly correspond to weeks of the term. Each unit will have learning goals aligned with course learning objectives.

Each unit will have reading material and short audio/video lectures with corresponding visuals (e.g. PowerPoint, Keynote) aligned to unit goals. Supplemental materials will provide students with additional resources to explore (e.g. Websites, videos, additional reading) section content.

Class discussion will be facilitated with instructor prompts to encourage use of course materials facilitated via multiple communication tools including conferencing (e.g. *Elluminate Live!*), email, and chat.

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

Theories project will be student original work, asking them to creatively connect the course material to a selection of films, allowing students to develop their understanding of how the theories connect to lived experience. The Cultural Case Study will be developed over the term and submitted multiple times for instructor review. Final work will be submitted electronically and evaluated through *Turnitin™* or other plagiarism software. Quizzes will be timed with a window for all students to take the exam at the same time. The short time to take the exam will minimize the chances students will be able to look up answers. Tests will be drawn randomly from a pool of questions to minimize sharing of exams or pooling of answers

**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.):**

*Elluminate, Live!* lectures and office hours, WebCT chat availability, email and discussion boards specifically for student-student interaction and one for instructor-student interaction

**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.

<i>Date</i>	<i>Readings/Discussion Topics</i>
<b>Week 1</b>	Orientation and history or organizational Communication
<b>Week 2</b>	Classical Approaches
<b>Week 3</b>	Human Relations Approaches
<b>Week 4</b>	Human Resources Approaches
<b>Week 5</b>	Systems Approaches
<b>Week 6</b>	Cultural Approaches
<b>Week 7</b>	Critical Approaches
<b>Week 8</b>	Assimilation Processes

<b>Week 9</b>	Decision Making Processes
<b>Week 10</b>	Conflict Management Processes
<b>Week 11</b>	Change & Leadership Processes
<b>Week 12</b>	Processes of Emotion
<b>Week 13</b>	Organizational Diversity Processes
<b>Week 14</b>	Technological Processes
<b>Week 15</b>	Changing Landscape of Organizations

## PART IV: PURPOSE AND NEED

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

- CMN2650 is a prerequisite for CMN3650 and 4650
  - To provide students with skills that will be necessary for success in the subsequent courses (CMN 3650 and 4650)
  - To provide students with skills that are viewed as central to the discipline and area of corporate communication
- 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.**

The department envisions two populations for the technology delivered version of CMN 2650.

- Students enrolled in the three-year undergraduate degree program. As part of the program students would take this class during the first summer in the online format.
- Non-traditional students enrolled in the General Studies program or enrolled in the major. The online format provides flexibility for these students and could improve time to degree completion.

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

There are no prerequisites for this course. CMN 2650 is one of four classes required of all corporate communication track majors.

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

- 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.**

This course is a revision of a current course.

### 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.**  
CMN 2650 is one of the required courses for the Corporate Communication track in the Communication Studies department.

- 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.**

N/A

**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

## **PART V: IMPLEMENTATION**

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

Mark Borzi, Angie Jacobs, Melanie Mills, Sam Szczur, AJ Walsh, or other qualified faculty

**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.**

N/A

- 2. Additional costs to students:**

N/A

**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):**

Miller, K. (2009). **Organizational communication: Approaches and processes** (5th Ed).  
Belmont, CA: Wadsworth Publishing.

## **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.**

A community college course may be judged to be equivalent to this course.

## **PART VII: APPROVALS**

**Date approved by the department or school: October 26, 2011**

**Date approved by the college curriculum committee: November 30, 2011**

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

**Date approved by CAA: February 9, 2012**

\*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**