

Eastern Illinois University
Revised Course Proposal
CMN 3030, Applied Communication

Agenda Item #17-23
Effective Fall 2017

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CMN 3030
3. **Short title:** Applied Comm
4. **Long title:** Applied Communication
5. **Hours per week:** Class Lab Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2017
8. **Catalog course description:**

Study of communication principles and skills in applied contexts. Use and implications of new technologies for communication practitioners are addressed. Skills emphasized include the design, creation, and integration of visual communication in presentations, online/web format and in print, as well as project management.

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. CMN 2030

12. Equivalent course(s): N/A

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

13. Prerequisite(s): N/A

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): ____N/A_____

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ALL

b. Degrees, colleges, majors, levels, classes which may not 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: 3

18. Grading methods: X 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 _____

Course Fee ____No X Yes, Explain if yes: This course currently has a fee that is not altered by this proposal.

Community college transfer:

____ A community college course may be judged equivalent.

X 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 Communication Studies

☒ Course is required for the minor(s) of Communication Studies

☐ Course is required for the certificate program(s) of _____

☐ Course is used as an elective

2. Rationale for proposal :

CMN 2030 is being revised to incorporate the University's new learning goals as well as to update the original course proposal from 1999 to bring the course terminology and content in line with current industry standards and emphasize the development of applied communication skills required of contemporary communication practitioners. In order to meet these needs, the course as proposed features increased content load and sophistication of deliverables commensurate with 3000-level courses, and should be adjusted accordingly. Additionally, this course is being updated with an online delivery option in response to increased demand for digitally delivered courses.

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:

This course may be offered as an online course in response to increased demand for digitally-delivered courses. Learning objectives will be the same as face-to-face offerings.

Instruction:

All instructors will be certified through the Online Course Development institute (OCDi), or equivalent. Course content will be delivered online in a variety of media such as audio/visual lectures, textual conversations, and multi-media components as appropriate and hosted on the University's online learning platform. Student presentations will be given

over online discussion boards and/or students will record presentations with slides and submit on a learning management system.

Integrity:

Students will be required to complete a module on academic integrity at the beginning of the course not present in the face-to-face offering. Assignments will be checked for originality in a variety of ways, such as: 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. Projects will require drafts, revisions based on feedback and submission of original files.

Interaction:

The instructor will facilitate student-faculty and student-student interaction via email, phone, and discussion boards, and/or shared online workspaces as dictated by the faculty.

Model Syllabus (Part II)

Please include the following information:

1. Course Number and Title: CMN 3030 – Applied Communication

2. Catalog Description:

Study of communication principles and skills in applied contexts. Use and implications of new technologies for communication practitioners are addressed. Skills emphasized include the design, creation, and integration of visual communication in presentations, online/web format and in print, as well as project management.

3. Learning Objectives

After taking this course, students will be able to:

1. Recognize and understand the basics of message design, medium choice and medium effectiveness, and the technologies to achieve communication goals. (CT-1-6)
2. Articulate and apply specialized terminology, knowledge and technical skills relevant to designing and creating professional visual aids and materials for use in presentations, online and print formats. (CT-1-6; WR-1, 3 & 4, SL-1 & 2)
3. Select the appropriate graphs and create infographics that accurately and effectively communicate quantitative data (QR-3, 5 & 6; WR-5)
4. Demonstrate the ability to analyze, problem solve and employ strategies to plan and execute projects in an iterative design process (CT-3 & 4)
5. Critically evaluate visual communication messages and the implications of cultural appropriation, "culture jamming," and the ethics of visual representation. (RC-1 & 2)

4. Course Materials:

- Williams, R. (2014). *The non-designer's design & type books: Design and typographic principles for the visual novice*. (4th ed.). Berkeley: Peachpit Press.
- Other supplementary texts and multimedia elements will be available via the online learning management platform as noted on the syllabus.

5. Weekly Outline of Content

Equivalent to 37.5 contact hours

Week 1	Course Orientation/Understanding How Visuals Are Used In Communication <ul style="list-style-type: none">- Early uses of visual communication across history and cultures- Design and the contemporary communication professional across the discipline- Culture Jamming and cultural (re)appropriation of visuals
Week 2	Understanding Media Choices And Effectiveness In Message Design <ul style="list-style-type: none">- “Good art sends a <i>different</i> message/Good design sends the <i>same</i> message”- Evaluation of visual communication design & visual aids- Design choices as communicative acts & roadblocks to making effective choices
Week 3	Introduction to the Building blocks of Design, Modifications & Layout <ul style="list-style-type: none">- Background, line, shape, images, type- Typography, color, size, opacity, texture, gradient, etc.- Contrast, repetition, alignment & proximity, whitespace & layers
Week 4	Application of design to (re)Shape an Image to Communicate a Message <ul style="list-style-type: none">- Using raster image software (Photoshop/Gimp) to modify images- Rule of thirds, cropping, recoloring, retouching, removing background/transparency- Filters for a variety of effects that alter the image and the way it is perceived
Week 5	Application of design to (re)Shape a Message for a Particular Audience <ul style="list-style-type: none">- Re-imaging an existing document using MS Word, or similar- Audience analysis, color swatching, shape, line & typeface selection- Feedback/Self-critique of connections between message and design choices
Week 6	Application of design to (re)Shape a Presentation <ul style="list-style-type: none">- Re-imaging an existing presentation using PowerPoint, or similar- Message/story, color swatching, shape, line & typeface selection- Feedback/Self-critique of connections between message and design choices
Week 7	Starting from Scratch: Project Management And The Iterative Design Process <ul style="list-style-type: none">- Identifying project goals, challenges, and strategies- Creating a project timeline chart- Feedback and improvement
Week 8	Create a Personal Logo <ul style="list-style-type: none">- Using Illustrator or similar, create 27 logos and select best as part of an iterative process- Discuss what makes a “good” logo and what it is designed to do- Focus largely on typography to communicate a “look and feel” as well as identity
Week 9	Create a Pecha Kucha Presentation <ul style="list-style-type: none">- Learn about and watch examples- Create a 20 x 20 visual/PPT to accompany this style of presentation- Record in PPT and share
Week 10	Create a Handout <ul style="list-style-type: none">- Using InDesign/Lucid Press or similar, design a handout/brochure- Analyze the audience and make conscious decisions to communicate the message- Discuss the ability to create flyers/brochures/booklets, e-books, and other applications
Week 11	“Let the Dataset Change your Mindset”: Understanding Visualized Data <ul style="list-style-type: none">- Role of quantitative data in presentations, reports, and sales/persuasion- How to analyze numbers to create a data set from which to design- Selecting the accurate chart/graph/visual representation for certain kinds of data
Week 12	Create an Infographic <ul style="list-style-type: none">- Using Illustrator/Inkscape or similar, design an Infographic- Use shapes to create vector images, charts and graphics- Analyze the audience, make conscious design choices to communicate a message

Week 13	Create a Culture Jam <ul style="list-style-type: none"> - Using the appropriate tool(s) for the job, create a “culture jam” - Make sure that your reappropriated visual makes a “statement” - Show and discuss the layers of meaning in class
Week 14	Create a Print Portfolio <ul style="list-style-type: none"> - Print considerations, paper choice, binder choice, etc. - Using InDesign, or similar, to create cover sheet and create a printable PDF - Printing and assembly
Week 15	Optimize Portfolio for Online Use <ul style="list-style-type: none"> - Exporting files for use online - Audience analysis, message, multimedia and design choices
Week 16	Final Projects/Exam

6. Assignments

Assignments	Percentage
Exams	10%
Activities Students will engage in activities that connect the theoretical to the practical, including (re)shaping projects, brainstorming, project timelines, etc. Students will earn points for participating in discussions that connect the course texts and concepts by responding to prompts.	50%
Projects Students will complete projects such as a presentation, handout, Infographic, resume and portfolio	40%

7. Grading Scale

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = Below 60%

8. Learning Objectives, Assignments, and Evaluations

Learning Objectives	Exams (10%)	Activities (50%)	Projects (40%)
Recognize and understand the basics of message design, medium choice and medium effectiveness, and the technologies to achieve communication goals. (CT-1-6)	X	X	X
Articulate and apply specialized terminology, knowledge and technical skills relevant to designing and creating professional visual aids and materials for use in presentations, online and print formats. (CT-1-6; WR-1, 3 & 4, SL-1 & 2)	X	X	X
Select the appropriate graphs and create infographics that accurately and effectively communicate quantitative data (QR-3, 5 & 6; WR-5)	X	X	X
Demonstrate the ability to analyze, problem-solve and employ strategies to plan and execute projects in an iterative design process (CT-3 & 4)	X	X	X

Critically evaluate visual communication messages and the implications of cultural appropriation, “culture jamming,” and the ethics of visual representation. (RC-1 & 2)		X	X
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Date approved by the department or school: 10/12/16

Date approved by the college curriculum committee: 11/2/16

Date approved by the Honors Council (*if this is an honors course*): Not applicable

Date approved by CAA: 2/9/17 CGS: Not applicable