

**Eastern Illinois University
Revised Course Proposal
CMN 3260, Rhetoric of Class**

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** CMN 3260
- 2. Title (may not exceed 30 characters, including spaces):** Rhetoric of Class
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Rhetoric of Class Culture
- 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:** 2011
- 7. Course description (not to exceed four lines):** This course examines ways in which socio-economic class is constituted through public discourses. Students will learn how to use critical theories to investigate discourses that sustain a multilayered class system. Topics include the discourses of poverty, homelessness, immigration, and media representations of class.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. 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.
None
 - c. Who can waive the prerequisite(s)?**
No one X Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: NA
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any: NA
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
- 11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a) Identify theoretical terminologies and accounts of socio-economic systems of power and stratification as understood within U.S. discourses;
- b) Describe the relationships between ideological expectations of class mobility and discursive constructions of race and difference;
- c) Analyze popular representations of socio-economic class;
- d) Explain how dominant discourses affect understandings of socio-economic class distinctions;
- e) Evaluate discourses of resistance within their socio-historical contexts;
- f) Utilize varying critical methodologies to conduct research.

- 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:

- Students will regularly participate in daily discussions in class, for which they may be required to write discussion questions focusing on reading content (Objectives a-e).
- Students will periodically engage in in-class group activities to assist them in learning complex theoretical concepts (Objectives a-e).
- Students will write response papers for each unit and/or write a final research paper for the course (Objectives a-f).
- Students will illustrate their ability to identify and apply the course concepts on exams (at least one exam, e.g., focusing on the key theoretical concepts for the course) (Objectives a-f).

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

General percentage guidelines:

Daily Discussion/Class Participation: 5%

In-class Group Activities: 15%

Response Papers: 30%

Research Paper: 35%

Exam/s: 15%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: this is not a technology-delivered course.

NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: NA

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 *.) NA

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.

Week 1	Foundational concepts in communication to understand discursive and material constructions of class.
Week 2	Continue with foundational concepts in critical theory and socio economic theories to understand constructions of class.
Week 3	Conclude foundational concepts: connecting communication theory and critical theory to understand cultural productions of class.
Week 4	Socio-historical constructions of lower, middle, and upper class systems
Week 5	Intersection of class, race, and gender.
Week 6	Class in politics.
Week 7	Journalistic representations of class.
Week 8	Representations of class in television.
Week 9	Cinematic representations of upward mobility.
Week 10	Taking "our" jobs: discourses of immigration reform.
Week 11	Cultural geography of class.
Week 12	Citizenship through consumerism.
Week 13	Higher Education and class assumptions.
Week 14	Protesting poverty: discourses of resistance.
Week 15	Course Wrap and paper presentations.

PART IV: PURPOSE AND NEED

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

The department does not seek to change the original rationale for the course. The proposed changes indicated here are in the course description that seems to reflect a more comprehensible approach to a communication focus in addressing class in U.S. culture within a critical framework. Additionally, the course outline envelopes the theoretical and methodological foci that students in the Communication, Society and Popular Culture option will utilize in this academic environment, as well as in their places of work upon leaving the University. The original rationale for the course follows:

The Organization for Economic Cooperation and Development notes that the U.S. has the most inequitable distribution of income of all the industrialized nations and pressure on the "middle-class" continues to increase. The effects of such disparities are vast and students with special knowledge of the ways in which we rhetorically navigate (and perpetuate) such disparity will be well served.

This course will require extensive reading of challenging primary materials and theoretical texts. The course will demand that students learn to apply theoretical concepts and critical reading/thinking skills to concrete social issues.

This course will serve as a core requirement in the proposed Communication, Society and Popular Culture option in the Department of Communication Studies.

- 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.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

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

This is a junior level course because students will have had a foundation in basic communication theory that will assist them in navigating the more advanced media and rhetoric theories that will be drawn upon for this course.

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

This course does not duplicate existing courses within the university. One course offered through the Sociology and Anthropology departments—SOC2721 (Social Stratification)—offers a strong complement to this course through its empirical examination of power differentiations and social inequities. Whereas a sociological perspective takes social stratification as a taken-for-granted starting point, this proposed course differs in scope by offering an emphasis on the discursive constructions of and justifications for such disparity. As such, this proposed course also assumes agency as an important component in (re)configuring human relations.

- 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. NA**
- 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. NA**

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.** Approved elective; required core for students in the Communication, Society and Popular Culture option.

5.

- a. **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. NA**

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. NA

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Marita Gronnvoll, Richard G. Jones, Olaf Hoerschelmann, David Gracon, T. M. Linda Scholz, and any qualified faculty member.

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. NA

2. Additional costs to students:

Possible course packet

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):

Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America* (New York: Metropolitan, 2001). (\$15.00)

hooks, bell. *Where we Stand: Class Matters* (London: Routledge, 2000). (\$29.95)

Dines, Gail, Humez M., Jean, eds. *Gender, Race, and Class in Media: A Critical Reader* (Thousand Oaks: Sage, 2010) (\$66.95)

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.

PART VII: APPROVALS

Date approved by the department or school: 12/7/10

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

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

Date approved by CAA: 3/10/11

*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).

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