Eastern Illinois University
Revised Course Proposal
CMN 3750, Computer-mediated Communication I

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ___ New course **x** Revised course

PART I: CATALOG DESCRIPTION
1. **Course prefix and number,** *such as ART 1000*: CMN 3750

2. **Title (***may not exceed 30 characters, including spaces***):** Computer Mediated Comm I

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** Computer-mediated Communication I

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 **x** On demand

6. **Initial term of offering:** ___ Fall ___ Spring __x_ Summer **Year:** 2014

7. **Course description:** This course explores the role of message construction and delivery strategies in effective communication in technological environments.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
        N/A
      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ x 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.

        CMN 3030

      - 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). **X** Yes ___ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
        "C" or better in CMN 3030

   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:** **X** 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]

10. **Grading methods** (check all that apply): **X** 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:

    ___ 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:

    ___ 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.)

    _**X**_ lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research
    ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad
    _X_ Internet   _x_ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

    1. **List the student learning objectives of this course:**

Upon completion of the course students will be able to:

    A. Define and use appropriate common vocabulary associated with new technologies.
    B. Describe developing communication technologies and their role in organizations and society.
    C. Identify emerging technologies and their impact on the individual and society.
    D. Select, and discuss appropriate communication strategies and the complexity of designing messages in a technological environment.
    E. Design complex web sites utilizing multiple multimedia applications.

    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:**
   - **EIU graduates will write and speak effectively.**
   - **EIU graduates will think critically.**
   - **EIU graduates will function as responsible citizens.**

       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:**
   - **Depth of content knowledge**
   - **Effective critical thinking and problem solving**
   - **Effective oral and written communication**
   - **Advanced scholarship through research or creative activity**

       N/A

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

Learning Objective	Exams/Quizzes 10%	Web Site Design 35%	Web Site Critiques 15%	Web Design Labs 40%
Define and use appropriate common vocabulary associated with new technologies.	X	X	X	
Describe developing communication technologies and their role in organizations and society.	X	X	X	
Discuss emerging technologies and their impact on the individual and society.	X		X	
Select, and discuss appropriate communication strategies and the complexity of designing messages in a technological environment.		X		X
Design complex web sites utilizing multiple multimedia applications.		X		X

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

Students are evaluated in the following manner

        Exams/Quizzes   10%
        Web Site Design   35%
              Site Proposal (5%)
              Site Design (15%)
              Recorded Presentation (10%)

Site Documentation (5%)
Web Site Critiques   15%
Web Design Labs   40%

100 – 90%	A
89 – 80%	B
79 – 70%	C
60 – 69%	D
Below 60	F

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 3750 will be delivered via the University's learning management system (D2L).The course site will be constructed of learning modules 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, video tutorials) aligned to unit goals. Supplemental materials (e.g. Websites, videos, additional reading) section content will provide students with additional resources to explore Class discussion will be facilitated with instructor prompts to encourage use of course materials facilitated via multiple communication tools including conferencing (e.g. Collaborate) email, and chat.

   Students will record a presentation using available technology (Webcams and standard software). Presentations will be uploaded to a <u>private</u> YouTube Channel for faculty member access and evaluation. Standard evaluation rubric for speaking will be used supplemented with basic standards associated with video and audio recordings.

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

   Student work will be segmented into manageable units. Each unit will have appropriate due dates to allow student work on developmental model. Final academic 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. Questions will be application oriented thus eliminating most benefits of inappropriate collaboration.

   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.):**

   The instructor will use university provided software such as Collaborate, D2L, and email as well as products such as Skype to ensure availability to students for in- and out-of-class discussions. Technologies available via the University learning management system such as chat, discussion, and video conferencing will be used.

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.

The following outline provides an example of content delivered during this course. The online sections of the course are equivalent to the on-campus units. The same material is covered in the same time frame.

15 Week Schedule

Week 1: Course Orientation and History of the Internet and Social Media

Week 2: Communication networks - How communication networks influence the nature and structure of mediated communication

Weeks 3 and 4: Message Construction - The relationships among the message, channel and audience. Focus is on audience analysis, communication goals, persuasive and informational strategies and design

Week 5: Cultural Issues and Communication Design - The differences in web design and message construction across cultural contexts

Week 6: Design Models and Structural Issues - Exploration of different models of web design and issues that influence that design. Discussion includes portals, front doors, minimal versus extensive structures.

Weeks 7 and 8: Artwork and Design - Developing a basic understanding of HTML and the role of images and text in effective message construction.

Weeks 9 and 10: Structure - Explores the issues, problems, and strategies of working in a technological environment.

Week 11 to 13 Interactivity - Learning the importance and basics of incorporating scripting and animation in the creation of effective messages.

Weeks 14 and 15: Project Presentations

Finals Week: Final Exam

PART IV: PURPOSE AND NEED

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

   This is a revision of an existing course that was originally approved by CAA in 2003. This course continues to be an important part of the curriculum for the Department of Communication Studies. While the growth of the Internet and social media has an impact in many disciplines, it has a unique impact on communication. First and foremost, the Internet is a communication medium and is a nexus for the divergent areas within the communication discipline. A few examples demonstrate the point. In organizational communication scholars are interested in the use of the medium to communicate messages and to facilitate communication within the organization. Broadcasters increasingly use the Internet as a companion medium to traditional channels. Rhetoric centers on the strategic use of the Internet in persuasive campaigns and social movements. Interpersonal communication focuses on the development of relationships and communication structures on-line. Intercultural communication centers on the development of online communities and the development and elimination of barriers to communication through the Internet.

   The focus of the course is to create communication professionals equipped to function in today's high-tech environments. Students need to be informed on the basic understanding of the theory, technology, skills, and processes in order to effectively function in any work environment.

   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 technology-delivered version of CMN 3750 is designed to reach students who need the course but are unable to be on campus during the summer, or who are unable to take the face-to-face versions during the fall and spring semesters. Offering the on-line version during the summer should serve the added benefit of freeing up roster space for the face-to-face courses offered in the fall and spring. The online version of the course will also serve students in the General Studies program who can take the course for upper division credit.

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

   CMN 3030 is an existing course required of all majors and focuses on two things, introducing students to message construction and selection of appropriate media to communicate messages. CMN 3750 introduces students to the theory, technology, strategies and message construction processes associated with the

Internet and social media required to become professionals in today's complex organizational and social environments.

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.**

There are numerous departments that have web design and multimedia classes. No department can really claim ownership of the Internet or Internet technology. Each department has a legitimate claim to teach courses that explore the relationship between its disciplinary focus and the Internet. A department needs to identify what it uniquely can provide to a student as it relates to the Internet and multimedia technology. Communication brings to bear the relationships among message construction, the medium, and the audience.

Impact on Program(s):

This course serves as an elective in the Communication Studies major and minor and is an option in the Electronic media Production Concentration.

    c. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
    d. **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.**

    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.

PART V: IMPLEMENTATION

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

    Mark Borzi, AJ Walsh, or any other qualified member of Communication Studies faculty. Online sections will be taught by qualified faculty members meeting the technology delivered policy requirements of the university.

    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.

2. **Additional costs to students:**

    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.)

None

3. **Text and supplementary materials to be used (Include publication dates):**

Krug, S. (2014). *Don't make me think, revisited: A common sense approach to web usability* (3rd ed.). New Riders.

Robbins, J.N. (2012). *Learning web design* (4th ed.). O'Reilly Media.

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.

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PART VII: APPROVALS

Date approved by the department or school: January 22, 2014

Date approved by the college curriculum committee: March 5, 2014

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

Date approved by CAA: March 27, 2014   **CGS:** N/A

*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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