

Eastern Illinois University
COURSE PROPOSAL FORMAT

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

Gray boxes (except check boxes) will expand as you type in them.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CMN 5030
2. Title (may not exceed 30 characters, including spaces): Methods of Critical Inquiry
3. Long title, if any: Methods of Critical Inquiry
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 introduces students to methods of conducting critical research in the field of communication. It includes an overview of the history of critical methods as well as the application of key critical methods.
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). There are no equivalent courses.
 - 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. Graduate standing.
 - c. Who can waive the prerequisite(s)?
 No one Chair Instructor Advisor Program Coordinator 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: Graduate.
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
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 (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

A. List the student learning objectives of this course:

- A. Describe the history of critical methods.**
- B. Identify key methods in critical communication studies.**
- C. Analyze and evaluate critical research projects.**
- D. Apply critical methods in communication in an independent research project.**

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
Depth of content knowledge will be addressed through learning objectives A and B.
- Effective critical thinking and problem solving
This goal will be addressed through learning objectives C and D.
- Effective oral and written communication
All four learning objectives address effective oral and written communication.
- Advanced scholarship through research or creative activity
Learning objective D asks students to create advanced scholarship through research.

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

Learning Objectives	Final Exam	Research Paper	Reading Responses	Presentations	In-class Activities
A. Describe the history of critical methods	X		X		X
B. Identify key methods in critical communication studies	X	X	X	X	X
C. Analyze and evaluate research projects		X	X	X	
D. Apply critical methods in independent research project		X		X	

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

Exam: 25%

Research paper: 30%

Reading responses (weekly): 15%

Presentations: 10%

In-class activities: 20%

- D. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - Describe how the integrity of student work will be assured:
 - 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.):

N/A

- E. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
- course objectives;
 - projects that require application and analysis of the course content; and c. separate methods of evaluation for undergraduate and graduate students.

N/A

- F. 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.

Course outline:

Week 1: Introduction to the course; overview of methods of critical inquiry
Week 2: Histories of critical inquiry: Structuralism, poststructuralism, Marxism
Week 3: Histories of critical inquiry: Feminism, postcolonialism, cultural studies
Week 4: Textual analysis: Semiotics
Week 5: Textual analysis: Methods of visual analysis
Week 6: Textual analysis: Genre and intertextuality
Week 7: Critical rhetoric: Ideology and materialism
Week 8: Critical rhetoric: Gender and identity
Week 9: Feminist approaches
Week 10: Foucault and discourse analysis
Week 11: Genealogy and historical method
Week 12: Methods of postcolonial criticism
Week 13: Researching cultural practice
Week 14: Students present research papers
Week 15: Students present research papers
Finals week: Final Exam

PART IV: PURPOSE AND NEED

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

CMN 5030: Methods of Critical Inquiry will complement two existing classes in our program, CMN 5000 and CMN 5005, which introduce students to quantitative and qualitative research methods. In the spring of 2007, our program added a second research methods class, CMN 5005. Responses from students have been positive and student scholarship (conference presentations, publications, and theses) has increased because of our increased emphasis on research methods. Student interest in our program frequently focuses on qualitative methods, interpretive methods, and critical methods. It is not possible to adequately cover all the above approaches in CMN 5005: Qualitative Research Methods. The addition of CMN 5030: Methods of Critical inquiry will give adequate space to critical methods as a separate area of inquiry. The three methods classes in our program will also reflect the three main approaches that scholars in Communication Studies typically adopt in their research, thus aligning our curriculum with the current state of our field.

- 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.

N/A

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

The level is appropriate because CMN 5030 should only be taken by graduate students.

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.

CMN 5620: *Social Relations and Media Effects* will be deleted.

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.

- 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.

This course will be a core requirement for students enrolled in the MA in Communication Studies program.

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.

A proposal outlining the changes to the degree program will be submitted separately.

PART V: IMPLEMENTATION

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

Dr. Marita Gronnvoll, Dr. Richard Jones, Dr. David Gracon, Dr. T. M. Linda Scholz, Dr. Olaf Hoerschelmann and 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.

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):

Rose, Gillian (2007). *Visual methodologies*. London: Sage.

Thwaites, Tony, Davis, Lloyd & Mules, Warwick (2002). *Introducing cultural and media studies*. New York: Palgrave.

Sandoval, Chela (2000). *Methodology of the oppressed*. Minneapolis: University of Minnesota Press.

Foucault, Michel (1995, orig. 1975). *Discipline and punish: The birth of the prison*. New York: Vintage Books.

Additional readings will be available in a reading packet or through WebCT.

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.

N/A.

PART VII: APPROVALS

Date approved by the department or school: 3/23/2011

Date approved by the college curriculum committee: 3/30/2011

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

Date approved by CAA: N/A

CGS: 5/3/11

*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).

Academic
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsel/>

581-3413

Career
Services

<http://www.jobserv.eiu.edu/>

581-2412

Disability
Services

<http://www.eiu.edu/~disability/>

581-6583