

Eastern Illinois University
Revised Course Proposal
EIU 4158G, Freedom of Expression

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4158G
2. **Title (may not exceed 30 characters, including spaces):** Freedom of Expression
3. **Long title, if any (may not exceed 100 characters, including spaces):** Freedom of Expression
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:** Examination of history, philosophy, theory, legal rights, and ethical responsibilities regarding freedom of expression. This civil liberty will be considered in the context of its application to and effect on different societal groups based on social and political status, gender, sexual orientation, race and other diverse issues. Writing intensive
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - 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.
Completion of 75 semester hours.
 - 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): NA
 - 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. NA

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Journalism majors are excluded.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
Cultural diversity, general education—senior seminar, writing intensive
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:

- ☐ 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.)

- ☒ 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:

Upon successful completion of this course students will be able to:

1. Explain the historical and philosophical antecedents of freedom of expression as a civil liberty in various and diverse cultures and societal groups (global citizenship, critical thinking)
2. Explain the legal, constitutional and related issues and argumentative strategies raised by current controversies surrounding free expression issues in the United States and globally (critical thinking, global citizenship, literacy)

3. Explain the impact of constitutionally protected expression on diverse groups of and diversity of perspectives within and between diverse groups relative limits on expression (critical thinking, global citizenship, literacy)
4. Explain ethical considerations accompanying the exercise of constitutional and other freedom of expression issues (critical thinking)
5. Explain how changing communication technology is raising new and untested freedom of expression and privacy issues and are changing the nature of political, social, cultural and other processes in the United States and globally (critical thinking, global citizenship)

- 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.
- 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

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

	Writing assignments on assigned topics related to course content based on cited credible sources including academic journals	Written discussion board submissions with source citations on assigned topics	Comments posted on discussion board	Class participation (face-to-face sections)	Exams	Oral reports that present information on assigned topics
Objective 1	X	X	X	X	X	X
Objective 2	X	X	X	X	X	X
Objective 3	X	X	X	X	X	X
Objective 4	X	X	X	X	X	X
Objective 5	X	X	X	X	X	X

Where appropriate a rubric is used to evaluate learning activities such as writing assignments and oral reports. Students are encouraged to express informed and considered opinions and arguments in some activities, primarily in discussion board threads following posts of their research papers and other writing assignment. Classmates

are able to rate selected discussion board submissions, provide feedback, ask questions or offer additional information based on their research. These activities also take place in face-to-face sections of the course.

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

Exams	40%
Research papers	40%
Discussion posts	10%
Oral report	10%

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:** Sections delivered online cover the same content and have the same learning objectives as face-to-face sections of the course. Reading assignments and writing components are comparable, as are the criteria used to evaluate student learning. Peer interaction and student-instructor interaction occur through online discussion board posts, chat rooms, group assignments, email, and other appropriate online options available in the course management system (CMS). Instructors rely on staff members in EIU's Center for Academic Technology and Support to assure the availability of an appropriate course management program and advise the instructor as to the best use and integration of instructional methodology and techniques that facilitate online student learning. Students are expected to review and respond to contributions of classmates in chat rooms and discussion topic threads. CMS drop boxes and emails are used for assignment submissions. In preparing this course for online delivery, much of the course preparation and delivery will have been completed by the instructor prior to the first day of the academic term. During the semester, s/he is then able to devote more attention to stimulating and monitoring student participation in learning activities, adapting activities to better meet needs of the class or relevant current events, promptly grading assignments, responding to student questions, and interacting with them via online discussion groups. Students present required oral reports in scheduled face-to-face class sessions, through Elluminate or by other appropriate means.
- b. **Describe how the integrity of student work will be assured:** Access to course material on WebCT or its successor is restricted to only students enrolled in the course. The students post to the discussion threads on WebCT or its successor several times a week. The instructor, through WebCT or its successor, can track how long a student stayed online, when an assignment was submitted and what posts were read and commented on. The instructor uses available software and technology, such as Respondus and TurnItIn, designed to maintain academic integrity. Topics for learning activities are assigned or approved by the instructor. Exams are timed and may be

accessed only once. When appropriate and applicable multiple versions of questions will be included in an extensive question database from which questions are randomly selected. The wording or presentation of questions is changed in ways that measure student comprehension and understanding but facilitate identification of student submissions or responses unrelated to the specific question. Results of exams and other activities are not released until after the availability period ends and all exams have been graded. Feedback to the student indicates whether a question was answered correctly.

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.): Tools in WebCT or subsequent course management system are used. These may include email, chat rooms, instant messaging and the discussion board. Elluminate or other available technology may be used for submission of the oral presentation for assessment when practicable and appropriate.

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.
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 *.)** Course is writing intensive. Students' writing will constitute no less than 35% of the final course grade.

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.

Students taking an online section of the course will need to spend a minimum of six to eight hours each week on the course, making the time commitment comparable to a traditional course in which a student spends 150 minutes in class each week in addition to time spent outside of class.

Week 1. Origins of freedom of expression as an individual right, from earliest historical records in 24th century B.C.E. – Asia, Africa, Europe

- Course orientation. Review introduction to course, syllabus, schedule, assignments, assessments, course and unit learning objectives, study guide, audio and video modules, and other information posted in course tools,
- Assigned readings in text
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topics A-Self introduction, topic 1

Week 2. Evolution of freedom of expression as a civil liberty in early Athens, Rome, England – significant influences, philosophers, movements, documents, events. Study will consider differences based on social class, gender, and ethnicity

- Assigned readings in text
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 2
- Current events quiz

Week 3. Control of communicators, message content, media of communication by monarch and clergy, parliament; church/state relationship; liberties based on social class, ethnicity, gender

- Assigned readings in text, *Magna Carta*
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 3
- Current events quiz
- Writing assignment 1 due

Week 4. Freedom of expression becomes a civil liberty in England – legal requirements to protect this right; blasphemy, heresy, sedition, defamation; expanding rights of commoners; implications of church/state merger after creation of Church of England. Study will consider differences based on social class, gender, and ethnicity

- Assigned readings in text, supplemental readings including John Milton's *Areopagitica*, William Blackstone's *Commentaries*, John Stuart Mill's *On Liberty*
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 4
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz
- University-mandated assessments
 - Global (Senior) Citizenship Survey Instrument: <http://www.eiu.edu/~assess/>
 - Online: Submit Student Account Charge Authorization Form for Watson-Glaser critical thinking appraisal: <http://www.eiu.edu/~acatest/acct%20authorization11.pdf>

Week 5. Freedom of expression in Colonial America – control of communicators, message content, media of communications; blasphemy, heresy, sedition, defamation issues. Study will consider differences based on social class, gender, and ethnicity

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 5
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students

- Current events quiz

Week 6. Framing and ratification of the Constitution and Bill of Rights. Issues related to social class, beliefs, gender, ethnicity and others that were considered will be studied.

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 6
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Writing assignment 2 due
- Current events quiz

Week 7. Freedom of expression in the United States of America -- control of communicators, message content, media of communications; blasphemy, heresy, sedition, defamation issues; ethical and other issues. Study will consider differences based on social class, beliefs, gender, and ethnicity

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 7
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz
- Exam 1

Week 8. Interpreting and applying freedom of expression provisions in the new nation. Study will consider differences based on social class, personal and political beliefs, gender, orientations, and ethnicity during this era

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 8
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz

Week 9. Freedom of expression to 1917 – control of communicators, content; constraints upon media and channels; constraints of time, place and manner; political, religious and social influences; bad tendency standard. Study will consider differences based on social class, personal and political beliefs, gender, orientations, and ethnicity during this era

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 9
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz
- Research paper 3 due

Week 10. Freedom of expression, 1917-1969 – bad tendency and clear and present danger standards for political heresy issues as neglected promises of First Amendment are re-examined; effects of government’s efforts to legislate morality. Study will consider differences based on social class, gender, personal and political beliefs, sexual orientation, ethnicity during this era

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 10
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz

Weeks 11/12. Freedom of expression, 1969-present – incitement standard established; Supreme Court decisions that limited restraints and constraints on expression; the First Amendment and laws of libel and slander, defamation, privacy, emotional distress; religio-moral heresies of blasphemy, Darwinism, “immoral ideas,” obscenity. Study will consider ethical and other issues and differences based on social class, personal and political beliefs, sexual orientation, gender, and ethnicity during this era

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 11
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz

Weeks 12/13. Significant First Amendment issues: expression that can be constitutionally restricted or limited by government; provocation to anger, words that wound; commercial speech; special problems of a free press; constraints in schools, military, other government institutions; ethical and related issues

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 12
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz
- Research paper 4
- Watson-Glaser critical thinking appraisal

Weeks 13/14. Significant First Amendment issues: principles of U.S. copyright law; areas where First Amendment and copyright laws promote harmony and support, create tension; First Amendment and new and evolving technology including broadcasting, cable and access; government’s role in legislating or regulating internet content. Study will consider differences based on social class, beliefs, sexual orientation, gender, and ethnicity; ethical and related issues

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topic 13
- Current events quiz
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned

- Face-to-face: Oral presentations by selected students

Weeks 14/15. Concepts and approaches to free and responsible expression and communication; federal court system; judicial decision making and the two-level theory for testing of freedom of expression

- Assigned readings in text, supplemental readings
- Assigned audio and/or video modules
- Discussion board (online) or classroom discussion (face-to-face) -- topics 14, 15
- Online: Submit video of oral presentation in assignment drop box and on discussion board, as assigned
- Face-to-face: Oral presentations by selected students
- Current events quiz
- Research paper 5

Week 16

- Exam 2

PART IV: PURPOSE AND NEED

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

- 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.**

This course uses a multidisciplinary approach to teach how freedom of expression evolved to become a fundamental principle essential in a democratic form of government and how it has been interpreted and applied as a basic human right. Course content and requirements adhere to standards and learning objectives established by CAA for senior seminar courses.

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

The technologically delivered section fulfills needs identified by the School of Continuing Education for online general education senior seminars and courses that enhance and expand course availability and diversity for students in the general studies program. The technologically delivered version follows the course format already approved by CAA.

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

Course content and requirements are consistent with those appropriate for an upper division capstone general education course and adheres to standards established by CAA for senior seminar courses, such as having completed 75 SH as a prerequisite for enrollment.

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. 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. None**

4. Impact on Program(s): The course is a longtime offering of the department and requires no programmatic change

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. NA
- 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. 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:

Les Hyder, professor of journalism; James Tidwell, professor of journalism; Brian Poulter, professor of journalism; 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.

2. Additional costs to students: None

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):

- Freedom of Speech in the United States, 6th ed. Tedford, Thomas L and Dale A. Herbeck, 2009
- Selected articles related to course content from journals, credible online sites and links, periodicals and series such as Greenhouse Press' *Opposing Viewpoints*, which are frequently updated to address current issues
- Audio and video media digitized by the Center for Academic Technology Support and in compliance with copyright law and available in the classroom or as learning modules of the course management system
- A daily national daily newspaper (print or online edition), such as *Wall Street Journal* or *New York Times*, available at a discounted educational subscription rate and in or through Booth Library

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 will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: **October 12, 2011**

Date approved by the college curriculum committee: **November 2, 2011**

Date approved by CAA: **December 1, 2011**

CGS: NA

*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/>

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

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Disability
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