Eastern Illinois University
New Course Proposal
EIU 4172G, Communication, Organizations and their Environments

Please check one: ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4172G

2. **Title (may not exceed 30 characters, including spaces):** Communication, Orgs & Environs

3. **Long title, if any (may not exceed 100 characters, including spaces):** Communication, Organizations and their Environments

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-2-3) (three 50 minute sessions for 15 weeks and one week long field trip for the 2 semester hours of lab)

5. **Term(s) to be offered:** ☐ Fall   ☒ Spring   ☒ Summer   ☐ On demand

6. **Initial term of offering:** ☐ Fall   ☒ Spring   ☐ Summer   **Year:** 2013

7. **Course description (not to exceed four lines):**
   This course explores contemporary communication issues in organizations and how they (re)create themselves and their environment(s). Through an in-depth case study and a significant off-campus field experience students will conduct original research.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

        NA

      - 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):

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.

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:

   Communication Studies

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
   General Education Senior Seminar, 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.)

    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 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:** ☒ 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. Understand the relationship between communication theory and organizational practice (critical thinking).

B. Apply principles of communication theory to an organization, its environment and communication (critical thinking, responsible citizenship).
C. Analyze an organization's communication and how it shapes its internal and external identity and culture (critical thinking, responsible citizenship).
D. Conduct original research (critical thinking) on a topic that blends student major program with the organization, culture, and/or the environment.
E. Present research in a professional-style written report (1) and oral presentation (2)(writes and speaks effectively).

    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:

    Literacy and oral communication E
    Think critically and reflectively   A, B, C, D
    Responsible Global Citizenship B,C

    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:

Obj	General Education goal	Exams	Reaction Paper	Research Project	Presentation	Participation
A	Critical Thinking Responsible Citizen	X	X	X		X
B	Critical Thinking Responsible Citizen	X	X	X	X	X
C	Critical Thinking Responsible Citizen	X	X	X		X
D	Critical thinking			X		
E1 E2	Write effectively Speak effectively		X	X	X	

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

Exams	15%
Reaction papers	30%
Final project	20%
Presentation	15%
Participation (including evaluation of journals, discussions, reading quizzes, etc.)	20%
Total	100%

Grades will be assigned on a 90, 80, 70, 60 scale

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:** NA

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

   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.):** NA

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.**

   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 *.)**

   The course is writing-intensive. More than 60% of the course grade is based upon writing. Students have the opportunity to receive repeated feedback on their final writing assignment, as sections are due during the course of the term.

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.

Presented as an example using Systems Theory

Week	Topic
1	Orientation - Relationship between theory and practice
2	Systems and Communication Outline the principles of systems theory as they apply to communication and organizational systems with an emphasis on communication as the primary social process
3	Communication and Culture Explore the role that communication plays in the creating and maintaining of multiple levels of culture and the boundaries between them.
4 – 5	Case Study An in-depth case study of surrounding the organization of interest for the semester.

	Students have the opportunity to apply concepts of communication and organizing to the space of interest. History, Organization, Structure, Environment, and Marketing
6	Tools for Investigating Communication Explore methods including surveys, ethnography, autoethnography, critical incident and journaling to be used in original student research conducted during the field experience
7	Applications – Sensemaking and Organizing Intercultural and Group Communication Explores the roles that intercultural communication and group interaction plays in the development and maintenance of complex systems.
8	Applications – Boundary Role Spanning Public Relations Explores how a system interacts with the environment and communicates across internal and external boundaries.
9	Applications – Chaos and Environmental Shocks Exploring how a system adapts to system shocks
10	Applications – Regulation and Control Exploring how a system manages human Event Planning
	Field Experience
	Field Experience
11	Drawing Connections – Sensemaking and Organizing
12	Drawing Connections – Boundary Role Spanning
13	Drawing Connections – Regulation and Control
14 – 15	Research Presentations
FINAL	

PART IV: PURPOSE AND NEED

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

This course explores two fundamental issues, communicating and organizing. Taking a communication perspective and case study approach, the course introduces students to the complex symbolic nature of organizations and communication discourse. Students will practice critical thinking, communication and responsible citizenship though reading, analyzing and discussing the symbolic activities within the confines of a semi-closed social-ecological system and the impact that system has on its components, processes, and the environment. Students will combine an understanding of organizations and communication as outlined in this course with their major programs of study to analyze a complex organizational space and conduct original research as part of a field experience.

This course combines the articulated University goals associated with senior seminar, field experiences, integrative learning, and student research within a manageable space. Specific field experience can be revised based upon faculty interest, availability, cost, and other circumstances.

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.

According to the Senior Seminar Mission statement (CAA 10/15/09), a senior seminar should have topics of importance that will be read, analyzed, discussed and written about and have some aspect of citizenship. Two major issues of importance are identified in the course, organizing and communication. Students are expected to explore these issues along with individual and organizational responsibility. Students are expected to read, conduct research, analyze data, engage in multiple class discussions, write journals, develop position papers, present orally and in writing original research.

b. If the course or some sections of the course may be technology delivered, explain why.
The department does not plan to utilize online technology to deliver the course at this time.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
By definition a senior seminar excludes majors from the offering department and **requires** 75 undergraduate hours.

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

Topics in the course may touch to some small degree on content within other courses (those that address organizations, communication, or culture) but how the three are combined with systems theory and an extensive case study, allows students to uniquely explore concepts and discuss implications of organizing activity and space.

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.

Chairs in Business, Sociology, Psychology, and Family and Consumer Sciences were consulted in the development of this course. As a senior seminar course, disciplinary ownership is not an issue so other departments are free to offer the course if it meets the intent of the current 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.

None

3. 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.

Some communication majors may use this course as an elective but it will not fulfill the senior seminar requirement.

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:** Mark Borzi, Melanie Mills, Sam Szczur, Rich Jones, Matt Gill, AJ Walsh, 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.

      NA

2. **Additional costs to students:** $1,500.00

   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.)

   Course fee covers the expense of the field experience. Costs include, airfare, room and board, entry fees, gratuities and taxes, appropriate excursions.

3. **Text and supplementary materials to be used (Include publication dates):**
   Meadows, D.M. (2008). **Thinking in Systems: A Primer**. Chelsea Green Publishing: White River Junction, VT.

   Dickinson, B., & Vladimir, A. (2007). **Selling the Sea: An Inside Look at the Cruise Industry**. John Wiley, New York.

   Emerson, C. D. (2010). **Project Future: The Inside Story Behind the Creation of Disney World.** Ayefour Publishing. Pike Road, AL.

   Additional reading selected from the Internet and other sources

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: October 26, 2011

Date approved by the college curriculum committee: November 30, 2011

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

Date approved by CAA: February 9, 2012

*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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