

Eastern Illinois University
New Course Proposal
EIU 4173G, Environmental Communication

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** EIU 4173G
2. **Title (may not exceed 30 characters, including spaces):** Environmental Communication
3. **Long title, if any (may not exceed 100 characters, including spaces):** Environmental Communication
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 (not to exceed four lines):** This course investigates environmental communication, focusing on persuasive efforts by institutions, corporations, movement leaders, scientific experts, politicians and citizens to describe, persuade, and shape human interactions with the environment.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - i. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). NA
 - ii. 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)**
 - i. **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
 - ii. 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.

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.)

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:

1. Describe the relationship between communication and environmental issues (critical thinking).
2. Identify stakeholders, publics, strategies and tactics used in environmental campaigns (critical thinking, responsible citizenship)
3. Apply communication theories to analyze messages that shape environmental issues (critical thinking, responsible citizenship) as part of an original research project
4. Develop communication strategies to address a local environmental issue on a local topic that blends student major program with the communication and the environment. (critical thinking, responsible citizenship)
5. 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 5

Thinking critically and reflectively 1,2,3,4

Responsible global citizenship 2,3,4

- 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:**

Objective	Campaign Analysis	Environmental Campaign	Presentations	Participation
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4	X	X	X	X
5			X	X

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

Campaign Analysis	25%
Environmental Campaign	25%
Presentations	25%
Participation (including evaluation of journals, discussions, reading quizzes, etc.)	25%
Total	100%

- 4. 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.):**

NA

- 5. 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**
 - 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.

Week(s)	Topics
1	Orientation – Relationship between theory and practice
2,3	Conceptual Perspectives Explores the role that communication plays in the creating and maintaining of environmental messages and campaigns. Emphasis is placed on defining environmental communication and the symbolic nature of nature.
4,5	Conflict and Collaboration Explores the different types of models for communicating about, defining, and managing with environmental issues.
6	Citizen Voices Explores the various rights that citizens have related to communication and society as they apply to the environment. The right to know, right to comment, right to standing in court, and right to public participation are emphasized.
7,8	Media Explores the media's representations of nature through traditional media such as news and new media such as Facebook.
9	Risk, Perception of Risk, Communication, and the Environment Explores the relationship between risk, communication about risk, and action.
10	Organizational and Scientific Discourse Case Study – Global Warming
11	Marketing and "Green" industries Case Study – Greening of America
12	Advocacy campaigns and Environmental Justice Case Study – Oil, Gas and Alternative Energy
13	Renewable Energy – CENCERE and REC
14, 15	Student Campaign Presentations

PART IV: PURPOSE AND NEED

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

This course explores two fundamental issues, communication and the environment. Taking a case study approach, the course introduces students to the complex symbolic nature of the environment and communication discourse. Students will practice critical thinking, communication and responsible citizenship through reading, analyzing and discussing the symbolic activities related to environmental issues

such as global warming, green industries, and alternative energies. Students will combine an understanding of communication and the environment as outlined in this course with their major programs of study to analyze the complex social, political, and economic issues that surround environmental discourse.

This course combines the articulated University goals associated with senior seminar, integrative learning, the Center for Clean Energy Research and Education (CENCERE) and student research within a manageable space.

- 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, the environment 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. This course may be attached to a study abroad experience (Communication and Co-Cultural Experiences) as one of the cultural values explored in this program is the environment. If so, several online classes sessions may be conducted prior to departure.

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.

3. 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 the environment, energy, social movements, or culture) but how they are combined with communication extensive case studies, and environmental discourse is unique to this course.

- 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

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.**

This course can be used to fulfill the senior seminar requirement for non-communication Studies majors.

- 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

- c. **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, Marita Gronnvoll, David Gracon, Rich Jones, AJ Walsh, Leigh Bryan, Melanie Mills, Claudia Janssen, Sam Szczur, 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:** 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):**

Cox, R. (2010). **Environmental Communication and the Public Sphere**. Sage Publications, Thousand Oaks: CA.

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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