Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

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<tr>
<th>College: Arts and Humanities</th>
<th>Proposal # 1164</th>
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<tr>
<td>Department: Speech Communication</td>
<td>Effective Date of Change: 11/06-01</td>
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<td>Undergraduate</td>
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<td>Type of Change: COURSE PROPOSALS</td>
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<td>Title Current: Special Topics</td>
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<td>24-Char. Abbrev: Special Topics</td>
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Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Special interest courses devoted to specific topics within the field of speech communication. Topics vary, and course may be retaken for credit under different topic headings.

Rationale or Justification for change:

provide a special topics course at the 300-level. See concurrent proposals. 1-3 credits is to provide flexibility in course offerings/scheduling.

***For General Education or Cultural Diversity Courses Only***

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<th>GE Category #</th>
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* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes associated with each GE competency or CD designation.

c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

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<th>Instructional Type</th>
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<td>Course is an elective.</td>
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<td>Course is required for program.</td>
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<td>Pre- or Co-requisites:</td>
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<td>Other courses are being changed or eliminated. (Explain.)</td>
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Course will be offered:

a. Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States society.)

b. Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:

a. Syllabus or course outline.

b. Course's student learning outcomes.

c. A list of resources required to offer and support this course.

d. A description of how teaching this course will affect department staffing.

e. If 400/500 level course, an explanation of added expectations of graduate students.
<table>
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<tr>
<th><strong>Minneapolis State University, Mankato</strong></th>
<th><strong>Curriculum Proposal</strong></th>
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**Notes**
- Revised September 2002
- 3/10/00
- 9-10-06
- 3/2/06
- 1-30-06

**Signatures**
- Department Chair
- Committee Chair
- Dean
- General Education Subcommittee Chair
- Assistant Vice President
- Sr. Vice President
DEPARTMENT OF SPEECH COMMUNICATION

Minutes – January 12, 2006

Present: Christa Brown, Kathryn Cady, Dan Cronn-Mills, Kristen Cvancara, Lou Eckert, David Engen, Martire Harvey, Brian Klosa, Kristen Treinen, Jim Dimock, Nan Johnson-Curiskis, Leah White

Curriculum decisions from Curriculum Day on Thursday, January 12.

1. Increase BA/BS from 33 credits to 36 credits
2. Add new new course SPEE 290 - Communication Research
3. Change code of Senior Seminar from 485 to 490
4. Delete course 385-Communication Theory and Research
5. Change code of 485 to 490
6. Add a block of courses from which students must choose one:
   o 401 - Rhetoric of Western Thought
   o 403 - Gender and Communication
   o 409 Performance Studies
   o 412 - Organizational Communication
   o 413 - Advanced Intercultural Communication
7. Add new course 340 - Special Topics
8. Require minors to take three credits (one course) at 300-400 level
9. Encourage faculty to explore other special topics courses, including Communication, Technology and Culture; Persuasion; Family Communication

The meeting adjourned at 4 p.m.

Respectfully submitted,

Daniel Cronn-Mills
Additional New Course Attachments:

C. List of Resources: No new/additional resources will be required to support the course.
D. Department Staffing: Course will have no impact on department staffing.
E. 400/500 level course. Please see attached syllabi for details.
January 18, 2005

(Communication and Community),

No one about to read this letter has gone uninfluenced by community. We are all, to one degree or another, products of our communities. Some of us have played active roles in creating our towns and neighborhoods; some of us have been more passive participants. Some of us find our home communities more than a touch odd or even stifling; some of us long for our homes, hoping we can somehow get back.

This is a course about communication and community. Both of these terms are, as they say, pregnant with meaning. That is, both these terms mean all kinds stuff, an exciting fact for us as we begin our semester-long exploration of these topics. At its core, this is a course about how a wide range of communication practices work to create the communities in which we live. Needless to say, we cannot explore all the messages making up a community, and communities are held together by things like local government structures as well. Most of our focus in this class will be on the small, often hidden forms of communication that turn collections of individuals into communities. Our readings and discussions will take us into conversation about everything from the ritual of a small town softball tournament to the role the local diner plays in a community’s civic life.

Your work in this class, will focus both on the community you claim as home and on the Greater Mankato community in which nearly all of you currently reside (if these two are the same, all the better). You will explore a variety of readings about the nature of community and apply these ideas to your own communities. You will hear perspectives from your classmates about their relationship to community. And finally, you will complete a fairly significant service-learning project in which this class attempts to have a positive influence on the Mankato community—on and off campus.

In short, there is much work to be done. This course is brand new course, and I’m delighted to be a part of it. I promise a fun and intellectually demanding journey into a wide range of important topics connecting to communication and community. I hope you will promise me your passion and dedication—to the class and to our work.

Upon completion of the course, I hope you have gained at least the following:

1) A greater appreciation of the subtle messages and relationships that build community

2) Knowledge of and appreciation for a variety artistic works that highlight the beauty and complexity of community
3) A better understanding of and appreciation for the Mankato community

4) The opportunity to take an active role in your community through participation in a meaningful service-learning project

**INSTRUCTOR:** Dr. David Engen
Office: AH 201Q
Office phone: 389-5537
Home phone: (507) 344-0261
E-mail: david.engen@mnsl.edu
Office hours: M, F (11:00-1:00); W (11:00-12:00 & 1:00-2:00)
**and by appointment (although I have no formal office hours on Tuesdays and Thursdays, I am generally on campus and available for appointments)**

**BOOKS:**

*Population 485: Meeting your neighbors one siren at a time* by Michael Perry

*The great good place: Cafes, coffee shops, community centers, beauty parlors, general stores, bars, hangouts & how they get you through your day* by Ray Oldenburg

**COURSE GUIDELINES:**

1. My office hours are your office hours. If you have a question, a concern, or just want to discuss something, I hope you'll feel free to call or stop in. If you are unable to meet during my office hours, please feel free to set up an appointment.

2. Your attendance is crucial to our course and crucial to your success in the course, both in terms of what you learn and in terms of your grade. Consistent with the Speech Communication Department's attendance policy, you may miss four class periods for any reason. Missing 5-7 days will lower your final course grade by one letter grade. Missing 8 or more days will result in a final grade of "F" regardless of points earned in the course. Absences due to family or medical emergencies will be considered excused, as well as absences for university-approved trips/activities.

3. Please do your best to be on time for class. Should you anticipate a consistent problem arriving to class on time, please discuss your situation with me.

4. All out-of-class assignments must be completed to receive a passing grade in the course.

5. Make-up exams are allowed only with advanced notice and generally require a documented university or medical excuse. It is not possible to make up in-class writing.
6. MSU’s policies regarding academic dishonesty will be strictly enforced. Should instances of academic dishonesty arise (cheating on an exam, getting a paper on-line, plagiarism, etc), I reserve the right to respond in a manner ranging from having you revise the assignment to your receiving a failing grade for the course.

7. Written assignments should demonstrate clear personal pride in your work and are expected to meet appropriate stylistic and grammatical standards. Failure to meet these standards can influence your grade. **I am always available to help with writing.** Should writing be a particular difficulty for you, I encourage you to see me and/or MSU’s writing center.

8. Your willingness to participate meaningfully in class activities and discussions can influence your grade in the course. I sincerely hope you feel comfortable in this class and help us all learn more about communication theory and research.

9. Late work will be penalized one letter grade for each day it is late.

**SPECIAL ARRANGEMENTS:** Every attempt will be made to accommodate students with disabilities. If you are a student with a documented disability, please address the issue as early in the semester as possible. Please feel free to discuss necessary accommodations with me and/or the Disability Services Office (507-389-2825(v) or 1-800-627-3529(Mrs./TTY)).

**CLASS PROJECTS:** A range of projects are available for completion. Not all students will complete the same projects in this course; instead, you should select projects you feel best help you learn what you want to learn, practice what you want to practice, and serve in an area you would like to serve. The categories are weighted as follows; category descriptions are also provided:

- Reflections on home: 50 pts.
- Exploring Mankato: 50 (2 @ 25)
- Artistic representations: 50
- Third place paper: 50
- Service-learning project: 100
- Book review: 50
- Citizenship talks: 50

A = 92-100%; B = 82-91%; C = 72-81%; D = 62-71%; F = 61% and below
A word or two about assignments...

*Michael Perry-like chapter*

This assignment asks you two write an approximately four page paper about a specific dimension of your home community. Think of the paper as a short chapter in our class’s book about communication and community. Give the paper a unique title (just as Perry does for each of his chapters). Then capture some dimension of your community using a writing voice that is fun, engaging, and insightful. Help the reader find meaning in something that might well seem mundane or boring to the outsider. Your chapter/paper should include the voices of others (in the form of quotations). Your chapter should also include your voice explaining why what you’re writing about is important. For example, why is the high school football game important to your town, why does it matter that locals gather every morning for coffee at the Hy-Vee, how does the food shelf you volunteer at matter to the individuals it serves, etc. We’ll talk more about potential topics. They key here is for you to shed light on a potentially overlooked feature of your community…and to have fun doing so.

*Category two: Exploring Mankato (complete 2 of 3 below)*

*Volunteer with a local non-profit organization*

This assignment asks you to find a short-term opportunity to volunteer within the community. The key for this assignment is *short-term* in that I’m only asking you to volunteer for approximately two to four hours. Many organizations will have no use for such a limited amount of time; that said, some organizations put on one-time events where they need help from local community members. I will do my best to help you find opportunities. And, of course, you can certainly volunteer for longer periods of time if you would like.

*Hang out, look around, and reflect*

This assignment asks you to visit an *approved* location within the Mankato community. The place you visit should be unique in that it should not be a national or regional chain of any sort (with a couple exceptions to be discussed in class) Places like local cafés, churches, libraries, etc. can all be used for this assignment. I’d like you to spend at least an hour in this location—poking around, asking questions, listening, observing the unique symbols. After you leave, take time two write down what you found unique and interesting. The place you visit should not be a place you already frequent.

*Participate in a local, interactive event*

This assignment invites you to participate in an *approved* local, off-campus event in which interaction and communication play a significant role. This should be an event
you typically attend. If possible, I would like you to contribute to the event in some way (e.g., making a comment during a local book discussion group, etc.)

**Category three: Artistic and/or Academic Representations of Community (complete one of three)**

**Web-site visits**

This assignment asks you to visit at least six web-sites capturing unique dimensions of communication and community. Three of these sites will come from me through class discussions and the like. You will also select three of your own sites. A written assignment will ask you to briefly summarize the work of all six sites and elaborate on three or four of them. You will also explain to others why each site is worth a visit.

**Artistic representation of your community**

A creative assignment to be worked out between the two of us. The assignment will draw on your strengths in areas such as photography, web design, writing, radio, etc. This assignment can go in any number of directions but it must, in some meaningful way, capture some unique dimension of your community. Work will be presented in class…and perhaps to some other kind of audience as well.

**Category four: Third Places (complete one of two)**

**Actual third place analysis**

A paper to be assigned in which you analyze a third place.

**Analysis of film focusing on third place**

Similar to the above paper except a film is analyzed rather than an actual third place.

**Category five: Community Project (participate in one of three)**

Work with one of three community or university groups: Friends of the Library, Citizens’ Voices, and the American Democracy Project. Complete all assigned reflection activities. This will be explained in more detail after we complete the first third of the class.

**Category six: Book Review**

All members of the class will read one full-length book focusing on communication and community. Five books will be available for reading with each book being read by approximately four students.

**Category seven: Citizenship Talks**
Five times throughout the semester we will have what are called *Citizenship Talks*. Before each of these class periods, you will receive an email asking you to reflect in writing on a particular issue or question relating to communication and community. Your typed reflections will be turned in on the day of the talk. They will be graded pass/fail. Each written reflection is worth five points and participation in the talk itself is worth five points.

**Tentative Schedule**

**Defining community…Getting a better understanding of Mankato…**

T, 1/17: Intro to course and one another

Th, 1/19: Intro to Greater Mankato (guest speaker)

**Expanding our vision: Exploring community through art, literature, film, audio, ethnography, etc.**

T, 1/24: Discuss *Population 485*

Th, 1/26: Discuss *Population 485*

T, 1/31: Listen to and discuss *Our America*

Th, 2/2: View documentary, *Farmingville*

T, 2/7: Discuss issues from *Farmingville*

Th, 2/9: Michael Perry-like chapter due (present work)

T, 2/14: Discuss article, “The pilgrim must embark”

Th, 2/16: Discuss article, “Teenage Satanism as oppositional youth culture”

**The Community Questions Project**

T, 2/21: Begin work on Community Questions Project

Th, 2/23: Continue working on Community Questions Project

T, 2/28: Continue working on Community Questions Project

**The third place...**
Th, 3/2: Introducing the third place
**Assign third place paper

T, 3/7: Discuss readings from *Celebrating the Third Place*

Th, 3/9: Present “Exploring community” portfolio
**Part one of portfolio due

T, 3/21: Final work day on Community Questions Project

Th, 3/23: Discuss article about tavern and tv viewing

T, 3/28: Discuss article, “The ethnography of an electronic bar…”

Th, 3/30: Third place paper presentations

**Special topics relating to communication and community and our own artistic representations of community**

T, 4/4: Assign artistic representation projects

Th, 4/6: No formal class (Central States Communication Convention)

T, 4/11: Community radio

Th, 4/13: The MN library

T, 4/18: Methods for community dialogue

Th, 4/20: Conduct study circle
T, 4/25: Work day

Th, 4/27: Present artistic representations of community

T, 5/2: Present artistic representations of community

Th, 5/4: Last day stuff
Interview with “stranger”

This assignment invites you to conduct an interview with a member of your community. The person you interview should not be someone with whom you regularly speak (e.g., it should not be a parent, a relative, a friend, etc.). Instead, the person you interview should be a person who has been a member of your community for a good long time and, if possible, plays some kind of a significant role in the community (from a local religious figure to a true town character). The interview should contain approximately ten questions dealing in some way with communication and community. The paper should include three sections: 1) a section in which you detail why you selected this person, 2) a section in which you basically report the questions and the responses (the responses should be somewhat detailed), and 3) a section in which you reflect on what you learned from the interview. Again, please be sure you select an individual with whom you normally do not talk with in great detail.
Unit one: Seeing the everyday in new ways

W, 1/19: Intro to class and one another
F, 1/21: Citizenship talk #1
          Prepare for Monday’s panel discussion
          **Assign Reflections on Home Paper

M, 1/24: Panel discussion featuring local leaders
W, 1/26: Sampling artistic representations of communication and community
          **Assign Artistic Representation Project
F, 1/28: Begin discussing Population 485
          **Assign Exploring Mankato projects

M, 1/31: Population 485, cont.
F, 2/4: Present Reflections on Home Paper
          **Reflections on Home Paper due
M, 2/7: Discuss The Great Good Place
W, 2/9: Discuss The Great Good Place
F, 2/11: Complete discussion of third places
**Assign Third Place Paper

Unit two: From vision to action

M, 2/14: Citizenship talk #2
**Assign book for review

W, 2/16: Exploring programs emphasizing communication and community

F, 2/18: Exploring Mankato
**One item from Exploring Mankato category due

M, 2/21: Begin Service-Learning Project (meet representatives of agencies and organizations with whom we will be working)
**Assign Service-Learning Project

W, 2/23: Get acquainted with service-learning group

F, 2/25: Citizenship talk #3

M, 2/28: Work in groups

W, 3/2: Work in groups

F, 3/4: Present Third Place Paper
**Third Place Paper due

M, 3/7: Work in groups

W, 3/9: Work in groups

F, 3/11: Artistic representations of community

Spring Break…March 14-18

M, 3/21: Exploring Mankato
**One item from Exploring Mankato category due

W, 3/23: Work in groups

F, 3/25: Work in groups

M, 3/28: Citizenship talk #4
W, 3/30: Present Service-Learning Project to class
F, 4/1: Present Service-Learning Project to class
M, 4/4: Final work day for Service-Learning Project
W, 4/5: The power of stories…Studs Terkel and others
F, 4/7: Topic to be decided

Unit Three: Pulling it all together

SERVICE-LEARNING PROJECTS TO BE COMPLETED “FOR REAL” BETWEEN APRIL 1 AND APRIL 15

M, 4/11: View film
W, 4/13: View film
F, 4/15: Discuss film
M, 4/18: Service-learning reflection
W, 4/20: Book discussion group
**Book Review due**
F, 4/22: Book discussion group
M, 4/25: Citizenship talk #5
W, 4/27: Present artistic representations of community
**One item from category three due**
F, 4/29: Present artistic representations of community
M, 5/2: Final reflections/topics
W, 5/4: Final reflections/topics
F, 5/6: Last day stuff