### Curriculum Proposal

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.

<table>
<thead>
<tr>
<th>College: Arts and Humanities</th>
<th>Proposal #: 171</th>
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<tbody>
<tr>
<td>Department: Speech Communication</td>
<td>Effective Date of Change:</td>
</tr>
<tr>
<td>Program: BA/BS/MA/MS/MFA</td>
<td>Academic Year: DS-'08</td>
</tr>
<tr>
<td>Type of Change: COURSE PROPOSALS</td>
<td>(For Office Use Only)</td>
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<tr>
<td>Proposed: New Course</td>
<td>Course Designator and Number:</td>
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<tr>
<td>Title Current: Topics in Rhetoric and Culture</td>
<td>Number of Credits:</td>
</tr>
<tr>
<td>Title Proposed: Topics Rhetoric Culture</td>
<td>SPEE 415/515</td>
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<tr>
<td>24-Char. Abbrev:</td>
<td>3</td>
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</table>

*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 intersecting fields of rhetoric and culture. Topics vary, and course may be retaken for credit under different topic headings.

### Rationale or Justification for change:

Provide a special topics flexibility to a broad subject area previously taught as a survey course. We want to move away from the broad survey approach. See concurrent proposals.

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

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td>N/A</td>
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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***

<table>
<thead>
<tr>
<th>Instructional Type: Lecture</th>
<th>Course will be offered:</th>
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<tr>
<td></td>
<td>Fall Semester</td>
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<td>Spring Semester</td>
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<td>Summer Session</td>
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</table>

- a. Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

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.

Revised September 2002

75 Minutes
## Minnesota State University, Mankato
### Curriculum Proposal

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<th><strong>Department</strong></th>
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**Comments:**

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**Comments:**

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**Comments:**

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<td><strong>Not Recommended</strong> (Category/ies)</td>
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**Comments:**

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<th><strong>Senior Vice President and Vice President for Academic Affairs</strong></th>
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<td><strong>Approved</strong> (Category/ies)</td>
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<td><strong>Not Approved</strong> (Category/ies)</td>
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**Comments:**
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.
DEPARTMENT OF SPEECH COMMUNICATION

Minutes – January 25, 2006

Present: Christa Brown, Kate Cady, Dan Cronn-Mills, Kristen Cvancara, Jim Dimock, Lou Eckert, Dave Engen, Brian Klosa, Kristen Treinen, Leah White

The faculty of the Department of Speech Communication met at 12 Noon on Wednesday, January 25, 2006, in MH 215.

Opening Statement: The faculty discussed and unanimously agreed on the following narrative statement: “Speech Communication is a field of study inviting students to engage in the theoretically-informed practice of communication in their personal, professional and public lives. Students who succeed in Speech Communication can expect to meet the following goals.”

Curriculum Decisions: The faculty agreed on goals 1-8. Dan suggested and faculty agreed to add the following to the list of curriculum revisions:

9. American Public Address course to modify to Topics course.
10. Rhetoric of Western Thought course to modify to Topics course.
11. All Special Topics courses (SPEE 240, 440, 640) be variable credits (1-3 credits).

Spring 2007: The faculty should begin thinking about what they would like to teach during Spring, 2007. Please give your suggestions to Dan.

Relay for Life / Colleges Against Cancer: This event is scheduled for February 18th, 6 p.m. to February 19th, 6 a.m., Myers Field House, MSU. Christa Brown, Coordinator, presented a request for the department to be a full sponsor in the amount of $1,000. After discussion, Kristen Cvancara moved that the department be designated as a full sponsor in the amount of $1,000. Leah White seconded. Unanimously passed. Kathy will work with Christa Brown in processing the paperwork.

GTA-Faculty Teaching Observations: Kristen Treinen encouraged faculty to observe the graduate teaching assistants. The GTAs will be approaching faculty in the upcoming weeks. Kristen will send to all faculty via e-mail the observation form.

Communication Day – February 15, 2006: Dave updated the faculty on Communication Day. A final schedule of events will be given to all faculty. Faculty should encourage all Speech majors/minors to attend this event.

UST Undergraduate Communication Conference: Faculty to encourage students to attend the University of St. Thomas Undergraduate Communication Conference, April 21, 2006.

Undergraduate Research Conference / MSU: The conference is scheduled for April 24-25, 2006. Abstracts are due by March 1, 2006. Please encourage your students to attend.
Other:

**Fixed-Term Opening:** Dr. Earley has approved a regional search. The department will begin thinking about what to be included in the position description. Send ideas/suggestions to Dan.

**Personnel:** Leah reviewed the Spring Semester Personnel deadlines for Fixed-Term and First-Year faculty PDR deadlines.

**MSU Student Assn. Leadership Scholarship:** Scholarship is in the amount of $1,000. Application forms available in SU 280.

**Spring Colloquium:** Nan reminded faculty when the graduate students present at the spring colloquiums, the Assessment Team will evaluate the speakers.

**CTAM Service Award:** Dan announced that the CTAM Board of Governors has selected an outstanding individual who has been of service to CTAM. Kathy Steiner is the recipient and will be recognized at the CTAM Convention in September.

The meeting adjourned at 1 p.m.

Respectfully submitted,

Kathy Steiner
SPEE 440/540
Communication, Culture, and Technology
Spring 2005

Contact Information

Instructor: Scott R. Olson
Office Location: WA 315
Office Phone: (507) 389-1333
Office Fax: (507) 389-5859
Office Hours: Tues 5:00 to 6:00 and other times by appointment
Course Location: AH 334
Course Time: Tuesdays, 6:00 p.m. – 8:45 p.m.
Email: scott.olson@mnsu.edu
Course Website: mnsu.ims.mnscu.edu/d2/orgTools/ouHome/ouHome.asp?ou=71933

Course Thesis and Goal

Thesis: The relationship between communication, culture, and technology adheres to a symbiotic and evolutionary pattern.

Goal: To demonstrate understanding of the major theories of communication and culture and of communication technology, and to analyze and critique these theories as part of scholarly inquiry.

Course Objectives

Students will be able to:
1) Identify key aspects of technology, communication, and culture that interact with and affect each other;
2) Describe multiple ways in which technology affects communication, how communication affects culture, how culture affects metaphor, and how metaphor affects communication;
3) Analyze the patterns and rules of symbiotic and evolutionary interaction that occur between communication, culture, and technology;
4) Evaluate the relative merit of different theoretical and practical approaches to communication, culture, and technology;
5) Apply theories of communication and culture and of communication technology to current cultural dynamics;
6) Write persuasively at a graduate level, including a clearly stated thesis and evidence clearly warranted to the claim in line with the argument;
7) Debate effectively on one side of a major point of contention within the field.
Policies on Attendance, Lateness, and Makeup

Attendance in class is expected. Students missing any dates involving assessment (e.g., a test, quiz, paper deadline, or debate or presentation) must provide evidence that supports their claim as to why they could not attend (e.g., a doctor’s note, a receipt from a car towing company, an obituary). Students are expected to be on time to class. Missed assignments can be made up only if an absence is excused, and a deadline for submission will be issued.

Policy on Academic Misconduct

Cheating and plagiarism are prohibited (defined below, and with one exception):
• Cheating includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations. (The only exception to this policy is the in-class quiz.)
• Plagiarism is defined as presenting as one’s own the ideas or words of another person or persons for academic evaluation without proper acknowledgement. Situations of academic misconduct will be handled according to MSU policies.

Diversity Policy

The Department of Speech Communication is committed to creating an awareness of diversity issues as they relate to society, to the workplace, and to the classroom.

Course Texts

For Purchase

Provided
Descriptions of Course Assignments

1. **Essay (Toulmin).** Students will be expected to demonstrate mastery of the Toulmin style of argumentation by writing a short essay that adheres closely to the parameters of that style. Topics will be assigned in class.

2. **In-class quiz.** Students will take a quiz on a topic to be announced during class time. Students are encouraged to "cheat" on this quiz in any manner they devise that involves the use of communication technology. After the quiz, students will be expected to explain the manner in which they have done so.

3. **On-line quiz.** Students will take a short (three or four question) online quiz related to the McLuhan and Dailey et al readings.

4. **Wikipedia entry.** Students will edit an entry of their choice in the Wikipedia. It is recommended that the entry be an area of expertise for the student, e.g. a hobby or subject area. Evidence must be provided that the Wikipedia entry was modified, e.g. before-and-after printouts. The Wikipedia can be found at [http://en.wikipedia.org/wiki/Main_Page](http://en.wikipedia.org/wiki/Main_Page)

5. **Design problem.** Students will solve a communication design problem using technology and Tufte's principles of information design. The specific problem will be introduced in class.

6. **Paper topic and claim.** Students will produce several possible topic areas for a paper related to communication, culture, and technology. The topic must be approved. The topic will then be stated in the form of a claim that endeavors to assert a particular position on that topic, to be supported by evidence.

7. **Paper thesis.** Students will state their claim in the form of a Toulmin-style thesis. Students will simultaneously indicate 4-5 initial sources that could support the thesis in the paper.

8. **Denotation/Connotation.** Students will conduct an in-class media analysis experiment that involves distinguishing what is actually apparent in a communication from the meanings we ascribe to that communication.

9. **Debate.** Students will debate three seminal issues related to communication, culture, and technology. Debate topics will be determined as the semester proceeds.

10. **Paper.** Students will write a paper whose topic, claim, and thesis will be determined in assignments #6 and #7 above. Undergraduate papers will make use of no fewer 10 credible sources; graduate papers no fewer than 15. The findings will be presented to the other students on May 10.

11. **Discussion.** Students will participate robustly in on-line and in-class discussions. The seminar format of the course necessitates a high degree of conversation on the topics. Both quality and quantity of participation will be considered.
II. Technological Determinism

**Supporting Claim:** Innovations in communication technology are enabled by metaphors and determine communication modalities.

**Evidence:** Communication technology is faster, converged, and denser.

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topic: Technology -- <strong>Faster</strong></th>
<th>Andragogies: Case Study – Message Delivery Discussion</th>
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<tbody>
<tr>
<td></td>
<td>Assessment: Essay (Toulmin)</td>
<td>Impossible In-class pre-quiz</td>
</tr>
<tr>
<td></td>
<td>Reading: McLuhan [pp. ix-xxiii]</td>
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<tr>
<th>Week 3</th>
<th>Topic: Technology -- <strong>Converged</strong></th>
<th>Andragogies: Cheating Tool use Discussion</th>
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<tbody>
<tr>
<td></td>
<td>Assessment: Impossible In-class quiz</td>
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<tr>
<td></td>
<td>Reading: Dailey, Demo, and Spillman [pp. 1-28]</td>
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<tr>
<th>Week 4</th>
<th>Topic: Technology -- <strong>Denser</strong></th>
<th>Andragogies: Case Study – Bandwidth</th>
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<tbody>
<tr>
<td></td>
<td>Assessment: On-line quiz</td>
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<tr>
<td></td>
<td>Reading: McLuhan [pp. 7-32]</td>
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<td></td>
<td>Suggested Film: “Videodrome” [viewer warning]</td>
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IV. Culture Change

**Supporting Claim:** *Culture change is produced by communication modalities and establishes metaphor and epistemology.*

**Evidence:** *Culture changes related to identity, diversity, and behavior.*

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**Week 8**  
**Tuesday Mar 8**

**Topic:** Culture -- **Identity**  
Mini-lecture: Hybridization  
Discussion

**Andragogy:**

**Assessment:** Set up debates  
Set up Topic X

**Reading:** Olson, “Seeing Transparency” [pp. 1-29]

**Suggested Film:** "Bend It Like Beckham"

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**Week 9**  
**Tuesday Mar 22**

**Topic:** Culture -- **Diversity**  
Case Study  
Discussion

**Andragogy:**

**Assessment:** Choose topic and claim

**Reading:** Lakoff [pp. 3-32, 195-222]

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**Week 10**  
**Tuesday Mar 29**

**Topic:** Culture -- **Behavior**  
Guest interview: Michael Holmes

**Andragogy:**

**Assessment:** Declare thesis

**Reading:** Papper, Holmes, and Popovich [pp. 5-55]

**Suggested film:** "Seventeen"
VI. Evolutionary Spiral

**Conclusion:**  *The relationship between communication, culture, and technology adheres to a symbiotic and evolutionary pattern spiked by revolutionary moments.*

**Evidence:**  *Evolution, revolution, and resolution.*

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<tr>
<th>Week 14</th>
<th>Topic:</th>
<th>Conclusions -- <strong>Evolutions</strong></th>
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<tbody>
<tr>
<td><em>Tuesday Apr 26</em></td>
<td>Andragogy:</td>
<td>Debate</td>
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<tr>
<td>Assessment:</td>
<td>Debate (topics to be determined)</td>
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<tr>
<td>Reading:</td>
<td>Olson, “Revolution in ...” [pp. 57-61]</td>
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<tr>
<td>Suggested Film:</td>
<td>“McLuhan’s Wake”</td>
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<th>Conclusions -- <strong>Revolutions</strong></th>
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<td><em>Tuesday May 3</em></td>
<td>Andragogy:</td>
<td>Lecture: Topic X</td>
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<td>Assessment:</td>
<td>Discussion</td>
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<td>Reading:</td>
<td>Formal teacher evaluation</td>
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<td></td>
<td>Fiske and Hartley, &quot;The Functions of Television&quot; and &quot;Audiences&quot;</td>
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<th>Week 16</th>
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<th>Conclusions -- <strong>Resolutions</strong></th>
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<td><em>Tuesday May 10</em></td>
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<td>Assessment:</td>
<td>Final presentations</td>
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<td>Reading:</td>
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Class Information

SPEE 440 Special Topics: Inquiry into Sport, Community, and Identity
008639
Fall 2005
MSU Mankato
AH 311
TTh 430-545 PM

Instructor Information:
Instructor: Fernando Delgado
Office: AF Center 115
Phone: 389-5203
Email: Fernando.Delgado@mnsu.edu

Texts:
Richard Hakim, Blinded by the Light (Mainstream Publishing, 2002)
Nick Hornby, Fever Pitch (Riverhead Books, 1998)
Steve Redhead, Post-Fandom and the Millennial Blues: The Transformation of Soccer Culture (Routledge, 1997)

Course Description:
This course intended to explore how sport plays in integral role in the construction of identities and how communities, cultures, and societies are impacted by sport and its relations to the mass media, popular culture, advertising, marketing, etc. The goal is not criticize sport, particularly spectator sport, but rather to encourage all to critique sport and understanding its complexity as both a pleasurable and vexing phenomenon. All students will be asked to vigorous and thoughtful readers of the material provided but to also bring their experiences, perspectives, and allegiances to the class. In short, students will be asked to learn and master the terms that arise from the assigned readings but they will also be asked to feel free to reflect (and reflect on) their allegiances. In this way, all of us who participate can become both learned commentator on the identity dynamics related to sport but also serve as exemplars of the functions (and dysfunctions) that arise when communities and communal identities are deeply connected to athletes, activities, and/or teams. Or, as Jerry Seinfeld once noted, we shall explore what it means to “root for laundry.”

Students should be aware that some of the readings and/or course supplementary materials may use coarse language or, in movie terms, be rated PG-13 and possibly R. The use of such materials is neither meant to be gratuitous or to marginalize students.

Please Note: The Instructor reserves the right to change the course schedule and/or assignments with prior warning of at least 2 weeks or with the consent of the majority of the students.
preparation I reserve the right to throw in pop quizzes worth ten points (and there would be no make-ups).

**Grading Policy:**
I grade a straight 90% or better = A; 80%-89% = B; 70%-79% = C; 60% to 69% = D; anything below 60% is an F. I do not generally assign extra credit assignments. I also will accept late papers/assignments up to three calendar days late. I will deduct 3 points for each calendar day it is late. All assignments are due in by 5:00 PM on the date listed in the syllabus. There is no curve and it is as conceivable that everyone will get an A as it is that everyone will get a D.

**Plagiarism Policy:**
I will be handing out a document that describes plagiarism in its entirety; at least as I see it. In general, plagiarism amounts to using someone else’s work in a substantial and uncredited way. Further, if there is an indication that you have also used substantial work from another assignment, in another course (past or present), you will also be subject to plagiarism charges unless you and I have spoken about the circumstances and intent beforehand. In all circumstances any documented acts of plagiarism will result in an automatic 0 for that assignment. Similarly, acts of cheating or aiding a cheat on either of the exams will result in an automatic 0.

**Course Reading and Examination Schedule:**
The schedule is subject to change and revision. Please note that there are several instances where class may not be held. However, for such instances readings and assignments will be located on the course D2L page and you will be expected to complete and submit said work to the faculty member in lieu of attending the class.

- **Aug 30:** Introductions
  - Course Policies and Expectations
  - Video and Discussions

  Prepare 1 page response, What would constitute a real fan?

- **September 6:** Please have read pp. 9-88 of Hornby by Thursday
  Screen “Fever Pitch”

- **September 8:** Completing screening of “Fever Pitch”
  Please read pp. 91-164 of Hornby by the 13th
  Discussion

- **September 13:** Please read Hornby pp. 167-247
  Discussion of “family” and commodity (be sure you have finished ALL the reading by the 15th of September).
November 10: Part 2 of film screening

November 15: Redhead: Chapter 6; Hakin, pp. 117-152

November 17: Class will not be held

November 22: Redhead Chapter 7 & 8

November 24: Thanksgiving, class will not be held

December 1: Hakin, pp. 153-197

December 6: Hakin, pp. 198-236

December 8: Class will not be held

December 13: Exam 2

December 15: Presentations

All other assignment deadlines will be posted on the individual assignment work sheets.

Supplementary reading materials (as of 28 August 2005)


