



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
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.

(Check all that apply):		Proposal # <u>172</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>Speech Communication</u>	<input checked="" type="checkbox"/> Graduate ✓	Academic Year <u>05-06</u>
Program: <u>BA/BS/BST/MA/MS/MFA</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>	Course Designator	Number of Credits
Proposed: <u>New Course</u>		
Title Current: _____		
Title Proposed: <u>Topics in American Public Address</u>	<u>SPEE 416/516</u>	<u>3</u>
24-Char. Abbrev: <u>Topics Am Public Address</u>	(if applicable)	

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 field of American Public Address. Topics vary, and course may be retaken for credit under different topic headings.

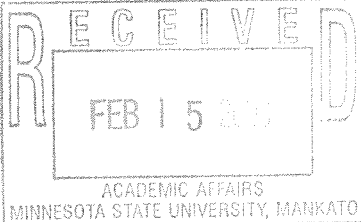
Rationale or Justification for change:
 provide a special topics flexibility to a broad subject area previously taught as a survey course. We want to move away from the broad survey approach. See concurrent proposals.

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

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td align="center">N/A</td><td></td></tr> <tr><td align="center">N/A</td><td></td></tr> <tr><td align="center">N/A</td><td></td></tr> </tbody> </table> <p>? 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.</p> <p>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.</p>	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p align="center">Cultural Diversity Course:</p> <p align="center">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> 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.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/> Fall Semester
<input checked="" type="checkbox"/> Course is required for program	<u>course is an "option block" within the MFA program</u>	<input checked="" type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input checked="" type="checkbox"/> Other courses are being changed or eliminated. (Explain.)	<u>SPEE 400/American Public Address. See rationale.</u>	
<u>DDO</u>		
<input type="checkbox"/> 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.		



minutes

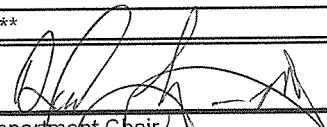


**Minnesota State University, Mankato
Curriculum Proposal**

Signature Page

Department


Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 1-30-06
 Department Chair Date

Comments:

College Curriculum Committee

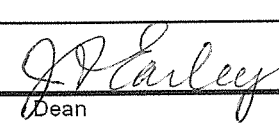
Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 2-10-06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 02/10/06
 Dean Date

Comments:

General Education Subcommittee

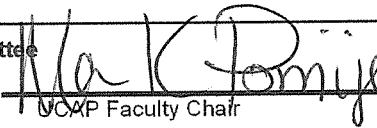
Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 3/10/06
 UCAAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

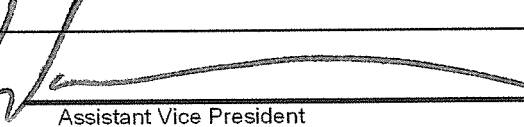
Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

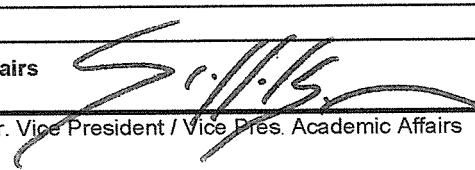
Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 3/31/06
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

 4/3/06
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

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 416/516: Topics in American Public Address

THE LEADERSHIP OF LINCOLN CASE STUDIES IN POLITICAL ORATORY

Instructor: James Dimock
Office: Armstrong Hall 312A
Office Hours: MWF 10:00 – 11:00, M & F 12:00 – 2:00, W 1:00 – 2:00
Phone: 389-6411 or 389-2213
Email: james.dimock@mnsu.edu

Required Materials

McPherson, J. M. (1991). Abraham Lincoln and the Second American Revolution. New York: Oxford University Press.

Texts and Speeches as required. To be made available online

Disability Services

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss necessary accommodations and/or contact the Disability Services Office at (507) 389-2825 (v) or 1-800-627-3529 (MRS/TTY). This document is available in alternative format by calling (507) 389-2213 (v), or 1-800-627-3529 (MRS/TTY).

Course Description

While we will most certainly discuss matters of history, psychology, philosophy, political science, and others, it is important to bear in mind that this is a speech communication course. Our efforts, then, will be driven by two primary questions:

1. How does history (the spacio-temporal location) impact oratory?
Is Lincoln a product of his time or is he a shaper of time?
2. How is leadership realized or enacted through oratory?
This course is, in many ways, as much about leadership as it is about Lincoln. Where does oratory intersect with leadership?

Assignments – Undergraduate

Timeline	10%
Discussion Questions	25%
Article Abstract	15%
Speech Analysis Paper	25%
Tests, Quizzes, etc.	25%

Assignments – Graduate

Timeline	10%
Discussion Questions	25%
2 Speech Analysis Presentations	25% Each
Final Exam	15%

Assignment Descriptions and Objectives

Timeline Students will construct a timeline which identifies the significant events pertinent to the course. Students should focus on those events which specifically relate to the life of Lincoln but also those which shaped the age in which he lived.

Graduate Expectations:

Graduate timelines should be more detailed, more specific and more developed and will be graded according to a stricter standard.

Objective:

The purpose of this assignment is to familiarize students with the historical situation and the background for the course. It is imperative that students understand the events of Lincoln's life in order to understand the role that his oratory played in shaping his age and the extent to which his oratory is a product of his times.

Discussion Questions Each student will complete the assigned readings before class and submit, on D2L, questions for class discussion. The instructor will select questions for class discussion. Questions should be thoughtful, demonstrate a critical understanding of the reading and generate meaningful class discussion.

Graduate Student Expectations:

Graduate students are expected to submit a higher quality and more critically engaging questions and to further classroom discussion through more participation. Graduate students are expected to take leadership roles in the discussions.

Objective:

The purpose of this assignment is to both develop students understanding of the texts to be read and criticized and to encourage students to engage in thoughtful and meaningful discussion and to participate in class.

Article Abstract Each undergraduate student will be assigned a scholarly journal article pertaining to some aspect of Lincoln's oratory. Students will submit a written report on their articles and orally report on their reading to the class. Because the readings are specific to particular speech texts, students must be prepared to report on their assigned day.

Objective:

The purpose of this assignment is to introduce undergraduate students to scholarly rhetorical research and to provide student with theoretical insights necessary to fully appreciate complex oratory.

Speech Analysis Paper Each undergraduate student will write a paper, no fewer than 10 pages and utilizing no fewer than six scholarly sources which either offers a deep critique of one of Lincoln's speeches OR which uses several speeches to examine a unique aspect of Lincoln's oratorical style. Students will present (not read) their papers to the class.

Objective:

The purpose of this assignment is to engage students in rhetorical research and criticism and to develop their understanding of rhetoric and of Lincoln and to develop their research skills.

Speech Analysis Presentations Each graduate student will be assigned two of Lincoln's speeches and will be expected to present on his or her assigned speech at the assigned time. Presentations should include a contextual analysis, an outline of the assigned speech, and identify rhetorical dimensions of significance. Each presentation is expected to fill 20 – 25 minutes.

Objective:

The purpose of this assignment is to engage graduate students in rhetorical research and criticism and to develop their understanding of Lincoln's rhetoric and to develop their research skills. Additionally, this assignment will develop graduate students' ability to lead and further classroom instruction.

Tests

A final exam will be given and other exams and quizzes as deemed necessary by the instructor. Quizzes will be in class and typically be short answer. Exams will be essay.

Objective:

Tests and quizzes are designed to both ensure reading and understanding and to permit students to demonstrate a comprehensive understanding of course concepts.

Submission of Work

Oral assignments must be presented by students at the appointed time. If the student is absent, he or she will receive a 0.

Written assignments must be submitted on the date given. Work can be submitted by email, mail, slipped under the instructor's door or, even better, handed directly to him. Late work is not permitted but for the most dire of circumstances.

Attendance Policy

Attendance is mandatory and expected. There are essentially two categories a student can be in: Present or Absent. There is no middle ground. All work must be submitted in advance of any scheduled absence which includes university sponsored activities, work, protests and riots, funerals, doctor's appointments, etc.

If the student can document that the absence was an emergency beyond his or her control missed assignments may be handed in on the student's first day back. Discussion questions, however, cannot be repeated and the student will receive a NO GRADE