Code # COM11

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

SCOM 3553

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Strategic Visual Communications

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter Grade

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

An advanced course focusing on the theoretical, contextual and practical natures of persuasive images in the context of strategic communication.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

MCOM 2053 Introduction to visual communications

b. Why?

The introduction to visual communications course will give students an understanding of basic software and theoretical principles as they relate to visual communications. Having students take this course as a prerequisite will allow faculty to take a more advanced theoretical, contextual and functional approach in the Strategic Visual Communication course.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

As needed Fall/Spring

10. Contact Person (Name, Email Address, Phone Number)

Lisa Moskal, [Lmoskal@astate.edu](mailto:Lmoskal@astate.edu), x3075

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? Yes

If yes, what program?

Strategic Communication

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The increasingly visual nature of advertising and public relations demands that current strategic communication graduates have an advanced understanding in both theoretical and functional approaches to visual communication. The goal of this course is to help students understand the strategic nature of images and enable them with the skills to create the most effective and appealing communication messages possible. In this course students will be taught to be both consumers and producers of strategically effective visual messages.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Communication seeks to teach students to “think critically and communicative effectively in preparation for roles” in areas including organizational communication, advertising, and public relations. The department also recognizes that successful strategic communication takes place when it “uses research and evaluation to determine how goals and objectives are effectively reached.” This course specifically focuses on research based best practices and evaluative measures in relationship to visual communication messages as they apply to strategic communication contexts.

c. Student population served.

This course is specifically designed to benefit students in the Strategic Communication program in the department of Communication.

d. Rationale for the level of the course (lower, upper, or graduate).

This course will be taught at the 3000 level for multiple reasons. First, the advanced theoretical and functional level of the material taught in this course demand that it be taught at the upper level. Students taking this course in their junior year will be able to apply the advanced visual strategic communication and persuasive imaging strategies in their subsequent upper level courses.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduction: Visual persuasion in the real world

Week 2: The power of visual resonation

Week 3. Visual persuasion as a drama: a narrative depiction of visual communication

Week 4. Identifying your target audience

Week 5. The grammar of visual thinking; The power of visual mapping

Week 6. Key elements of visual content

Week 7. Formatting persuasive visual messages

Week 8. Synergizing sound and sight

Week 9. Presentation Zen as a guiding framework

Week 10. Transforming ideas into meaning

Week 11. The power of contrast and color

Weeks 12 – 15. Case Studies, Critiques, and Final Projects

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Students will complete three major exams

Students will be asked to write five critical papers analyzing different visual rhetorical artifacts.

Students will complete 2 professional visual presentations over the course of the semester

Students will complete a professional audience mapping profile in the context of either advertising or public relations

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Enter text...

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course will not need any additional faculty or supplies.

20. What is the primary intended learning goal for students enrolled in this course?

The primary learning goal for this course is for students to gain a deeper understanding, appreciation and functional knowledge of visual messages and persuasive imaging as they relate to the field of strategic communication. ,

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Sam Roam, The Back of the Napkin, Solving Problems and Selling Ideas with Pictures. Expanded Ed. Portfolio/Penquin 2009. List Price: $29.95; Nancy Duarte, Resonate, Present Visual Stories That Transform Audiences. John Wiley & Sons, 2010. List Price: $29.95; Garr Reynolds, Presentationzen, Simple Ideas on Presentation Design and Delivery. Pearson Education, 2nd Ed. 2012. List Price: $29.95

\*Due to the nature of this course, there is no current textbook available that contains comprehensive content. Supplemental course materials will be provided by the instructor.

b. Number of pages of reading required per week: 20-25

c. Number of pages of writing required over the course of the semester: Students will be asked to write five critical papers as well as an audience mapping profile and two visual presentations.

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able to theoretically analyze visual messages.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Lecture,

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will demonstrate an in depth understanding of visual analysis by completing five critical papers over a broad range of visual rhetorical artifacts.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students will be able to create a professional visual presentation focused in either the area of advertising or public relations.

Learning Activity:

Lecture; Individual Mentorship

Assessment Tool:

Students will demonstrate a functional knowledge of strategic visual imaging by completing two professional presentations over the course of the semester in the fields of either advertising and/or public relations.

**Outcome #3**:

Students will demonstrate an in depth understanding of audience analysis as it relates the field of visual strategic communication.

Learning Activity:

Lecture; Readings

Assessment Tool:

Students will create a professional audience mapping profile in either the context of advertising or public relations.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

This is a new course proposal for the new program “Strategic Communication” which is not in the current Bulletin.

New Proposed Bulletin page: **Strategic Communication (SCOM)**

**~~RTV~~ SCOM 3013. Promotional Writing for Electronic and Digital Media** Methods and techniques of writing non-news radio and television scripts and web content. Emphasis on commercials and program continuity, promotional announcements, public service announcements. Some attention to teleplay, screenplay and corporate video techniques. ~~Word processing skills required.~~

**SCOM 3553. Strategic Visual Communication** An advanced course focusing on the theoretical, contextual and practical natures of persuasive images in the context of strategic communications. Prerequisite MCOM 2053. Fall, Spring.

**~~JOUR~~ SCOM 3943. Strategic Writing**  Writing forms and styles across multimedia platforms.  Fundamentals and practice in preparation of strategic messages for various channels of communications, including controlled and uncontrolled media.  Students will develop skills in information gathering, writing styles, editing, critical thinking and audience analysis.  Prerequisites:  JOUR MCOM 2003 and either PR 3003 or ~~JOUR~~ AD 3023. Fall, Spring.

**~~JOUR~~ SCOM 4213. Social Media in Strategic Communications** This course examines concepts and applications of social media within mass communications, news, advertising, and public relations industries.  We will explore and apply social media tools, integrating them into an organization’s overall communication strategy. Spring