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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Po-Lin Pan 3/8/2018 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Marceline Hayes 3/8/2018 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Warren Johnson 3/28/2018 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Gina Hogue 3/29/2018 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Myleea Hill, Dept. of Communication, [mhill@astate.edu](mailto:mhill@astate.edu), 870-972-2290

2. Proposed Starting Term and Bulletin Year

Fall 2018

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

PRAD 2143

4. 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 Writing I

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

Fundamentals of the distinct writing requirements, styles, and formats of social, online, broadcast, print and other platforms used in strategic communication; emphasis on context, storytelling, and audience understanding.

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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).

1. No Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Skills needed to successfully complete the course will be introduced in the course.

1. No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...

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

Fall, Spring

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard

10. No Is this course dual listed (undergraduate/graduate)?

11. No Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. No Is this course in support of a new program?

a. If yes, what program?

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

a. If yes, what course?

Enter text...

14. No Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. Yes Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. Yes Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Strategic Writing I will replace CMAC 2003 Media Writing as a prerequisite for Strategic Writing II, which could reduce the number of students who enroll in Media Writing, a course shared with the Department of Media. Media Writing will remain as an elective for strategic communication students. Assessment findings indicated writing as a specific weakness/improvement area for our strategic communication students, especially data gathered from practicum/internships.  The need for more classes specifically focused on writing unique to strategic communication was evident

**Course Details**

17. 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.)

1. Fundamentals of Strategic Writing: Paid, Earned, Owned, and Shared Media
2. Context for PESO Media in Strategic Writing
3. Strategic Writing for Social Media
4. Strategic Writing for Social Media, Cont.
5. Strategic Writing for Online
6. Strategic Writing for Online , Cont.
7. Strategic Writing for Print
8. Strategic Writing for Print, Cont.
9. Strategic Writing for Broadcast,
10. Strategic Writing for Broadcast, Cont.
11. Storytelling across Platforms
12. Storytelling across Platforms, Cont.
13. Strategic Writing for Targeted Audiences
14. Legal and ethical implications in Strategic Writing

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

Lab required

19. Department staffing and classroom/lab resources

Faculty with strategic writing experience on staff

1. Will this require additional faculty, supplies, etc.?

No

20. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

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

Strategic Writing I includes specific course learning objectives of skills for content creation needed for strategic communication professionals.

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.

Strategic Writing I includes course objectives that are in keeping with the overall program outcomes of the strategic communication program – particularly creating messages appropriate to the audience, context, and purpose.

<http://annenberg.usc.edu/sites/default/files/KOS_2017_GCP_April6.pdf>

The USC Annenberg 2017 report highlights the need for writing skills in the strategic communication profession, with 86% of respondents listing “written communication” as “important skills for future growth” (p. 32). Specifically, digital storytelling ranked as the most important trend for public relations practitioners in the next five years (p.15). Additionally, the report indicated reliance on “earned” media will continue to decrease while “paid, shared, and owned media will increase” (p. 18). The findings indicate the need for the strategic communication program to provide students with a fundamental course introducing basic writing and storytelling skills in the context of paid, earned, shared, and owned media across the platforms, styles, and formats used in strategic communication.

Strategic Communication Assessment Data

The strategic communication faculty voted to introduce Strategic Writing I as a direct result of data collected from the assessment program. Assessment findings indicated writing as a specific weakness/improvement area for our strategic communication students, especially data gathered from practicum/internships.  The need for more classes specifically focused on writing unique to strategic communication was evident Additionally, recent alumni have contacted faculty asking for additional resources on storytelling, indicating a possible gap in the program.

c. Student population served.

The student population served will include students in the Strategic Communication program and Communication Studies major, as well as being open to students across the university – particularly in the College of Liberal Arts and Communication.

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

The outcomes of the course are most appropriate for an introductory level course because they include skills that provide a foundation for upper-level courses within the program.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness | * 1. **[X ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

PRAD Strategic Writing I will be incorporated in the Strategic Communication Assessment Program and will support the following program-level learning outcome:

1. Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context.
2. Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research.
3. Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences.
4. Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages.
5. Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices.
6. Students will support principles of free expression and the historical context of free expression within a diverse and global society.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will apply professional ethical principles and practices appropriate to the audience, purpose, and context. |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |
| **Program-Level Outcome 2 (from question #23)** | Students will create messages appropriate to the audience, purpose, and context using clear and appropriate forms of writing, tools, technology, and research. |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |
| **Program-Level Outcome 3 (from question #23)** | Students will embrace difference and diversity and culture using sensitivity in a global society and adapt messages to diverse audiences. |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |
| **Program-Level Outcome 4 (from question #23)** | Students will employ communication perspectives, principles, concepts, and theories to create, interpret, evaluate communication messages. |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |
| **Program-Level Outcome 5 (from question #23)** | Students will utilize creative critical thinking in the creation, interpretation, and evaluation of communication messages and practices |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |
| **Program-Level Outcome 6 (from question #23)** | Students will support principles of free expression and the historical context of free expression within a diverse and global society. |
| Assessment Measure | Exit Survey - Indirect  Final Capstone Project – Campaigns and Case Studies – Direct  Senior Knowledge Exam – Direct  Student Awards – Direct  Supervisor practicum/Internship evaluation –direct |
| Assessment  Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Strategic Communication Assessment team, coordinated by Dr. Holly Hall, and department chair |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| ***Outcome 1*** | *Students will create content for earned, owned, and paid media as appropriate for an assigned strategic communication organization.* |
| *Which learning activities are responsible for this outcome?* | *Lectures, class discussion, critiques* |
| *Assessment Measure* | *Strategic writing posts* |
| ***Outcome 2*** | *Students will identify how to find and use sources to gather information.* |
| *Which learning activities are responsible for this outcome?* | *Research exercises, class discussion, critiques* |
| *Assessment Measure* | *Interview assignment* |
| ***Outcome 3*** | *Students will identify correct formats for strategic communication storytelling* |
| *Which learning activities are responsible for this outcome?* | *Lectures, class discussion, critiques* |
| *Assessment Measure* | *Strategic writing assignment* |
| ***Outcome 4*** | *Students will identify libelous posts in strategic writing* |
| *Which learning activities are responsible for this outcome?* | *Lectures, class discussion, critiques* |
| *Assessment Measure* | *Test* |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Undergraduate Bulletin 2017-2018, p. 477**

*[NB: For changes to the degree, see separate proposal for reconfiguration of BS in Strategic Communication]*

Strategic Communication (PRAD)

***PRAD 2143. Strategic Writing I*** *Fundamentals of the distinct writing requirements, styles, and formats of social, online, broadcast, print and other platforms used in strategic communication; emphasis on context, storytelling, and audience understanding. Fall, Spring.*

PRAD 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.

PRAD 3143. Strategic Writing Writing forms and styles across multimedia platforms. Fundamentals and practice in preparation of strategic messages for various channels of communication, including controlled and uncontrolled media. Students will develop skills in information gathering, writing styles, editing, critical thinking and audience analysis. Prerequisites, CMAC 2003 and either PR 3003 or AD 3023. Fall, Spring.