Clemson University Curriculum and Course Change System - Print Change/Delete Course Form

X Change a Course - Abbrev & Number: HON-H 205
Corresponding Lab Course: --
Corresponding Honors course: --
.. Add Honors course: --
Corresponding Graduate course: --
.. Add Graduate course: --
Course Title: METHODS OF INTERPRET

Brief Statement of Change:
(1) Change course description, eliminating the words "related to a three-credit Calhoun Honors Seminar"; (2) Change catalog title to "Current Topics"

Last Term taught:.. Change Abbrev to:
Effective Term: 01/2011.. Change Number to:
X Change Catalog Title: X Change Transcript Title:
from: Methods of Interpretation to: CURRENT TOPICS
Change of Credit:Variable Credit: 0-0 (-), (-)Variable Credit: (-),(-)
.. Add cross-listing with the following child course(s):
.. Delete cross-listing with the following child course(s):
.. Reverse Parent/Child relationship with:

<table>
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<th>Change Method of Instruction</th>
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<td>.. A-Lecture Only</td>
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<td>.. B-Lab (w/fee)</td>
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<td>.. E-Independent Study</td>
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<td>.. G-Studio</td>
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<td>.. A&amp;H (Literature)</td>
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<td>.. H-Field course</td>
<td>.. from:</td>
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<td>.. I-Study Abroad</td>
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<td>.. N/L-Lecture/Lab(no fee)</td>
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X Change Catalog Description:
from: Seminar to teach students how to interpret documents, works of art, structures, and scholarly materials related to a three-credit Calhoun Honors Seminar. May be repeated for a maximum of three credits, but only if different topics are covered.
to: Seminar to expose students to current topics in the interpretation of documents, works of art, structures, and scholarly materials. May be repeated for a maximum of three credits, but only if different topics are covered.

X Change Prerequisite(s):
from:
to:

Learning Objectives: EXAMPLE: Is the internet taking away our privacy? Do we care? This course will focus on the impact of information technology on privacy, in the context of changing personal and legal definitions of privacy. We will examine how privacy is interpreted by different disciplines and social groups and analyze common privacy documents.

Topical Outline: EXAMPLE:
Week 1 Are you worried about privacy?
Week 2 Consider the Facebook privacy policy (read the entire privacy policy)
Week 3 What is the right to privacy? (read http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/righttoprivacy.html)
Week 4 Medical Privacy, electronic medical records (read http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html)
Week 6 Privacy and Government (read selections from George Orwell, 1984)
Week 7 Surveillance cameras (read http://www.library.ca.gov/crb/97/05/)
Week 8 Privacy and the News Media (read
http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/rightofprivacy.html)
Week 9 Smart phones and smart mobs—what happens when social networks go mobile (read
http://www.truste.com/blog/?p=825)
Week 10 Privacy and location technology (read http://www.networkworld.com/community/blog/location-aware-apps-will-we-lose-privacy-toca)
Week 12 Search Engine Privacy (read http://epic.org/privacy/search_engine/)
Week 13 Do we no longer want privacy? (read http://nymag.com/news/features/27341/)
Week 14 Privacy 2.0 (John Zittrain, The Future of the Internet and How to Stop It, Chapter 9,
http://yupnet.org/zittrain/archives/20)
Weeks 15-16 Reflections

Evaluation: EXAMPLE:
26% class discussion
46% weekly assignments
46% final paper (5-7 pages)

Weekly assignment: Students are required to hand in ½ to one page of writing at the beginning of each
class and also submit the same document on Blackboard. This can be a philosophical reflection on the
topic for the class, background research on an issue that will contribute to the day’s discussion, or a
detailed response to the reading.
Final paper: This is a research and thought paper on a subject of the student’s choice relating to privacy.

Form Originator: LAUROA, Laura Olson Date Form Created: 10/1/2010
Form Last Updated by: , Date Form Last Updated: 10/12/2010
Form Number: 3480

Approval

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| Director, Calhoun Honors College | Date | |
|----------------------------------|------| |
|                                  |      | |
HAN

CIS H205 Methods of Interpretation: Technology and Privacy

Prof. Pamela E. Mack
Office Hours, Hardin Hall 006
pammack@clemson.edu

This is a course for 1 hour of credit and will meet once a week for 50-75 minutes.

Course Description: Is the internet taking away our privacy? Do we care? This course will focus on the impact of information technology on privacy, in the context of changing personal and legal definitions of privacy. We will examine how privacy is interpreted by different disciplines and social groups and analyze common privacy documents.

Attendance Policy: This course will meet once a week, so missing one class means missing a significant part of the course. Therefore, the attendance policy is that any time a student misses class, he or she is required to hand in a 3 page double-spaced essay about the topic of the class he or she missed. The makeup work is the same whatever the reason for missing class.

Requirements:

20%  class discussion
40%  weekly assignments
40%  final paper (5-7 pages)

Weekly assignment: Students are required to hand in ¼ to one page of writing at the beginning of each class and also submit the same document on Blackboard. This can be a philosophical reflection on the topic for the class, background research on an issue that will contribute to the day’s discussion, or a detailed response to the reading.

Final paper: This is a research and thought paper on a subject of the student’s choice relating to privacy.

Academic Integrity: As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. This includes representing someone else’s work as your own or handing in the same paper to two different courses without permission of the instructor.

This syllabus is a contract between the professor and the students. The professor reserves the right to make changes in special circumstances, but will discuss any changes with the students.
Schedule:

Week 1       Are you worried about privacy?

Week 2       Consider the Facebook privacy policy (read the entire privacy policy)

Week 3       What is the right to privacy? (read http://www.law.umkc.edu/faculty/projects/fttrials/conlaw/rightofprivacy.html)

Week 4       Medical Privacy, electronic medical records (read http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html)


Week 6       Privacy and Government (read selections from George Orwell, 1984)

Week 7       Surveillance cameras (read http://www.library.ca.gov/crb/97/05/)

Week 8       Privacy and the News Media (read http://www.law.umkc.edu/faculty/projects/fttrials/conlaw/rightofprivacy.html)

Week 9       Smart phones and smart mobs—what happens when social networks go mobile (read http://www.truste.com/blog/?p=825)

Week 10      Privacy and location technology (read http://www.networkworld.com/community/blog/location-aware-apps-will-we-lose-privacy-local)


Week 12      Search Engine Privacy (read http://epic.org/privacy/search_engine/)

Week 13      Do we no longer want privacy? (read http://nymag.com/news/features/27341/)

Week 14      Privacy 2.0 (John Zittrain, The Future of the Internet and How to Stop it, Chapter 9, http://yupnet.org/zittrain/archives/20)

Week 15      Reflections
**Course Abbreviation & Number:**
- X New Undergraduate Course: HON-223
- X New Honors Course: HON-H-223
- New Graduate Course: -

**Effective Term:** 01/2011

**Catalog Title:** Studies in Communications

**Transcript Title:** Studies in Comm

**Fixed Credit Course:** 3 (3,0)

**Variable Credit Course:** (-, -)

**Method of Instruction**  
- A-Lecture Only
- B-Lab (w/fee)
- X D-Seminar
- E-Independent Study
- F-Tutorial (w/fee)
- G-Studio
- H-Field course
- I-Study Abroad
- L-Lab (no/fee)
- N/B-Lecture/Lab (w/fee)
- N/L-Lecture/Lab (no/fee)

**Course Modifier**  
- Pass/Fail Only
- X Graded
- Variable Title
- Creative Inquiry
- Repeatable maximum credits: 3

**General Education Designation**  
- English Composition
- X Oral Communication
- Mathematics
- Natural Science w/Lab
- Math or Science
- A&H (Literature)
- A&H (Non-Literature)
- Social Science
- CCA
- STS

**Add cross-listing with the following child course(s):**

**Catalog Description:** Exploration of various topics in communications. Focus may be on a particular type of communication, medium, or theory. May be repeated for a maximum of six credits, but only if different topics are covered. Prereq: Membership in Calhoun Honors College.

**Prerequisite(s):** None

**Projected Enrollment:**
- Year 1: 19
- Year 2: 19
- Year 3: 30
- Year 4: 30

**Statement of need and justification based on assessment results of student learning outcomes:**
There is a need for a broad Honors rubric that covers courses on different aspects of communications. These special Honors courses will cover diverse types of communication, mediums, and theories. The mission of the Calhoun Honors College includes "foster[ing] continued intellectual growth ... [and] prepare[ing] each student for life as a leader and agent of change." This course will expose students to emerging technologies and other forms of communication that will be essential in their future careers. For example, in "Multimodal Communications" (the first topic to be offered under this new course rubric), students will be exposed to rhetorical strategies investigating arguments in oral, visual, and digital media communication. This course will satisfy the University's Oral Communication General Education requirement.

**Textbook(s):** EXAMPLE ("Multimodal Communications")


Except from (but not limited to):

**Learning Objectives:** EXAMPLE ("Multimodal Communications")
- To understand and analyze multimodal arguments using the APEX model: (audience, purpose, evidence, extra aids, ethics, and delivery)
- To create and deliver multimodal arguments
- To learn and apply visual communication theory
- To develop and demonstrate critical viewing and listening skills
- To practice researching and citing credible sources

**Topical Outline:** EXAMPLE ("Multimodal Communications")

Weak Activity / Chapter
1 Syllabus and Course Expectations

2 Introductory Speeches

3 APEXed – Audience Analysis and Purpose

4 APEXed – Evidence and eXtra Aids

5 APEXed – Ethics and Delivery

6 Oral Communication

7 Social Media

8 Social Media

9 Informative Speeches

10 Visual Communication

11 Fall or Spring Break

12 Visual Communication

13 Media and Journalism

14 Media and Journalism

15 Group Project Reviews

Final Exam Final Persuasive Group Presentation

Evaluation: EXAMPLE ("Multimodal Communications")

Oral Presentations (55%)
5 % Introductory Speech (Delivered via iMovie, Windows Presenter, or smart phone video)
Outline
Speech
15 % Informative Speech (Delivered as a traditional oral presentation utilizing PowerPoint presentations)
Outline and APA Bibliography
Speech
Self-Critique
35% Final Persuasive Group Presentation (Delivered as a traditional oral presentation in the Pearce Center and streamed live)
Outline and APA Bibliography
Speech
Question and Answer Session
Social Media Component (Web Streaming, Twitter Updates)
Social Media Participation (20%)
14% Weekly Social Media Participation (Utilizing Twitter and Tumblr)
6% Class Facebook Page
Other Assignments (25%)
10% Article Review on instructor approved topic within the last 6 months focusing on multimodal communication (Delivered via podcast or vodcast)
5% Outside Media Critique (Delivered via wiki)
10% Multimodal Course Commercial (delivered via iMovie or Windows Presenter, housed on class Facebook page)

Add course requirements for honors and/or 600-level courses (if applicable): All students in this
Learning Activities associated with General Education competencies (if applicable): EXAMPLE
("Multimodal Communication")

E. Critical Thinking
Demonstrate the ability to critically analyze the quality and utility of knowledge gained throughout the
undergraduate experience and apply this knowledge to a wide range of problems.

G. Ethical Judgment
Demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications
in a systematic, thorough, and responsible way.

Students will learn to use a critical evaluative tool, the "APEXed Model," which will teach students to
analyze audience, purpose, evidence, extra aids, ethics, and delivery for any argument. Learning to use
this tool to analyze, evaluate, and create arguments will increase students' ability to engage in critical
thinking. Moreover, the ethical component of the APEXed Model will enhance students' attainment of the
Ethical Judgment Distributed Competency. All assignments will be potential candidates for inclusion in
students' General Education ePortfolios.

Form Originator: Herr, Marianne Glaser  Date Form Created: 9/9/2010
Form Last Updated by: Herr, Marianne Glaser  Date Form Last Updated: 9/9/2010
Form Number: 3359

Approval

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HON 223 - Studies in Communication: Multimodal Communications  
Spring 2011

Instructors:
Name: Ashley Cowden  
Office: 511 Strode Tower  
Phone: 656-6991  
Email: cowden2@clemson.edu

Name: Marianne Glaser  
Office: 416 Strode Tower  
Phone: 656-1567  
Email: herr@clemson.edu

Course Description:
Inquiry-based multimedia course teaches students how to use rhetorical strategies to investigate arguments in both oral and visual communication. Students will analyze, evaluate, and create messages in a variety of media modes.

Course Objectives:
Students will:
- To understand and analyze multimodal arguments using the APEXed model (audience, purpose, evidence, extra aids, ethics, and delivery)
- To create and deliver multimodal arguments
- To learn and apply visual communication theory
- To develop and demonstrate critical viewing and listening skills
- To practice researching and citing credible sources

Required Reading:

Excerpts from (but not limited to):
- Stephen Toulmin: From The Uses of Argument and From Logic and the Criticism of Arguments from Bizzell, Patricia and Bruce Herzberg. The Rhetorical Tradition: Readings from Classical Times to the Present.
Course Requirements:

**Oral Presentations (55%)**

- **5%** Introductory Speech (Delivered via iMovie, Windows Presenter, or smart phone video)
  - Outline
  - Speech
- **15%** Informative Speech (Delivered as a traditional oral presentation)
  - Outline and APA Bibliography
  - Speech
  - Self-Critique
- **35%** Final Persuasive Group Presentation (Delivered in the Pearce Center and streamed live)
  - Outline and APA Bibliography
  - Speech
  - Question and Answer Session
  - Social Media Component (Web Streaming, Twitter Updates)

**Social Media Participation (20%)**

- **14%** Weekly Social Media Participation (Utilizing Twitter and Tumblr)
  - Twitter: Each class period 3 students will tweet during class about the material we are discussing. One will use our class Twitter page, and the other will tweet from their own accounts.
  - Tumblr: Each week students will use Tumblr to create a blog post vlog entry analyzing a communication using the APEXed model.
- **6%** Class Facebook Page

**Other Assignments (25%)**

- **10%** Article Review on instructor approved topic within the last 6 months focusing on multimodal communication (Delivered via podcast or vodcast)
- **5%** Outside Media Critique (Delivered via wiki)
- **10%** Multimodal Course Commercial (delivered via iMovie or Windows Presenter, housed on class Facebook page)

### Course Outline and Reading Assignments:

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity / Chapter</th>
<th>Class Preparation and Readings</th>
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| 1    | Syllabus and Course Expectations Introduction to Course | Lloyd Bitzer: *Rhetorical Situation*  
Lunsford: Chp 1 “Everything’s an Argument” |
| 2    | Introductory Speeches  
DUE: Blogs and Tweets by Friday |  
Aristotle: *Dialectical Features of Rhetoric Common to All Three Species*  
Lunsford: Chp 5 “Rhetorical Analysis” |
| 3    | APEXed – Audience Analysis and Purpose  
DUE: Blogs and Tweets by Friday |  
Lunsford: Chp 16 “What Counts as Evidence”  
Excerpts Beebe: *Public Speaking Handbook* |
| 4    | APEXed – Evidence and eXtra Aids  
DUE: Blogs and Tweets by Friday |  
Stephen Toulmin: *From The Uses of Argument and From Logic and the Criticism of Arguments*  
Lunsford: Chp 14 “Visual Arguments”  
Lunsford: Chp 15 “Presenting Arguments”  
Lunsford: Chp 17 “Fallacies of Argument” |
| 5    | APEXed – Ethics and Delivery  
DUE: Blogs and Tweets by Friday |  
Jay Bolter: *Immediacy, Hypermediacy, and Remediation*  
Paul Lester: *Visual Communication: Images with Messages*  
Lunsford: Chp 14 “Visual Arguments”  
Lunsford: Chp 15 “Presenting Arguments”  
Lunsford: Chp 17 “Fallacies of Argument” |
| 6    | Oral Communication | Aristotle: *Rhetoric or the Meaning of Persuasion* |
| 7 | **DUE:** Blogs and Tweets by Friday  
**DUE:** Article Review | **Excerpts Beebe:** Public Speaking Handbook  
Tharon Howard: Chapter 1: Why Design to Thrive?  
**Excerpts Richardson:** Blogs, Wikis, Podcasts  
Read and be prepared to discuss two different discussion forums  
Read and be prepared to discuss two different Facebook pages |
|---|---|
| 8 | **Social Media**  
**DUE:** Blogs and Tweets by Friday  
**DUE:** Class Facebook Page | Tharon Howard: Chapter 8: Technologies Change Rapidly; Humans Don’t  
**Excerpts Richardson:** Blogs, Wikis, Podcasts  
Read and be prepared to discuss two people in your field of study via Twitter  
Read and be prepared to discuss two different blogs or vlogs  
Watch and be prepared to discuss two different YouTube channels |
| 9 | **Informative Speeches**  
**DUE:** Blogs and Tweets by Friday |
| 10 | **Informative Speeches**  
**DUE:** Blogs and Tweets by Friday |
| 11 | **Visual Communication — Fonts/Typefaces, Alignment, Proximity, and Repetition**  
**DUE:** Blogs and Tweets by Friday  
**DUE:** Informative Speech Self-Critique | Kostelnick and Roberts: Introduction to Visual Rhetoric  
Paul Lester: Visual Theories  
*Williams: Chp 10 “Categories of Type*  
*Williams: Chp 6 “Proximity, Repetition, and Alignment* |
| 12 | **Fall or Spring Break** |
| 13 | **Visual Communication — Color Theory and Contrast**  
**DUE:** Blogs and Tweets by Friday |
| 14 | **Media and Journalism**  
**DUE:** Blogs and Tweets by Friday | Read/watch and be prepared to discuss a news story from two different media outlets |
| 15 | **Media and Journalism**  
**DUE:** Blogs and Tweets by Friday  
**DUE:** Outside Media Critique |
| 16 | **Group Project Reviews**  
**DUE:** Blogs and Tweets by Friday  
**DUE:** Multimodal Course Commercial |
| 17 | **Final Exam**  
**Persuasive Group Presentation** (Client Based) |  
Analyze Clemson University media (The Tiger, Clemson World, Inside Clemson) |