

COMM 230 Global Media and Communication-CrsRvs-2016-12-12

UNIVERSITY SENATE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (not EDIT) and start completing the template. When exiting or when done, click "SAVE" on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*Indicates a required field

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Proposing Department/Unit*	COMM	Contact Phone*	7-3417

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

catalog_desc_change

Category B:

Course revision
Liberal studies

*** Teacher Education: Please complete the Teacher**

Education section of this form (below)

*** Liberal Studies: Please complete the Liberal Studies**

section of this form (below)

*** Distance Education: Please complete the Distance**

Education section of this form (below)

Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised/deleted:*</p>	<p>Global media and Communication is a broad topic that connect understanding the self and others through history, culture, trade etc. All of this information is available through media outlets, as well as scholarly journals and news articles. Knowing other countries and their relationship with the US, for example, is almost always based on global issues through media. Discussions about a foreign countries, such as Japan for example, will include the history of World War II before moving to discussion of Japanese pop music and video games to see how the media industry between the US and Japan works. At the same time, discussion about Japanese culture will also touch base on other aspects of every day culture, such as preserving the environment ,which Japanese people do by organizing every day waste and trash, and how the government uses media to remind people about this issue. This example of civic engagement in Japan helps students view global issues in a personal level and make them aware of personal actions and responsibilities that can affect their local communities as well as the larger community.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>Discussion and class contents of global media and communication often relates to the role of individuals within smaller communities as well as society at large. The nature of social media, for example, enable any citizen to connect with people around the world creating an awareness and push critical thinking of any topic pertaining diversity or ethnic and racial minorities and of women. Thus, global citizenship topics, issues that need to be included in liberal studies elective, cannot be separated with this course.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>Students from outside COMM can take this class to fulfill Global Multicultural Awareness as well as a Liberal Studies requirement.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	COMM
Proposed Prefix	
(E) Current Number*	230
Proposed Number	
(F) Current Course Title*	Global Communication and Media
Proposed Course Title	
(G) Prerequisite(s)	None
Proposed Prerequisite(s)	
(H) Current Catalog Description	<p>Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural background. Covers social, economic and political situations prior to and after globalization. Covers press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.</p>

<p>Proposed Catalog Description</p>	<p>Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural backgrounds. Covers social, economic and political situations prior to and after globalization, which include global issues that intersects with media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries. Analyze how understanding global media and communication can enhance students to think critically, respect their own identities, history and culture as well as others.</p>
<p><i>If changing Category A, no further action required.</i></p>	
<p>Category B (if no change, leave blank)</p>	
<p>(I) Repeatable Course</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p>Proposed Repeatable Course</p>	<p>NO If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Number of Credits</p>	<p>Class Hours:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>Proposed Number of Credits</p>	<p>Class Hours:Lab Hours:Credits:</p>
<p>(K) Current Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<ol style="list-style-type: none"> 1. Explain the historical development of international communications and media 2. Analyze the relationship between governments and their people. 3. Explain the influence of globalization to international communication and global media system. 4. Analyze how international communication infrastructure and global media influence culture can increase cross-cultural awareness among people across the globe. 5. Describe the relationship between “global culture” and “local culture” and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.

<p>Proposed Course (Student Learning) Outcomes</p>	<p>1. Demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities</p> <p>2. Explain the historical development of international communications and media</p> <p>3. Analyze the relationship between governments and their people.</p> <p>4. Explain the influence of globalization to international communication and global media system.</p> <p>5. Analyze how international communication infrastructure and global media influence culture, can increase cross-cultural awareness among people across the globe.</p> <p>6. Examine the relationship between “global culture” and “local culture” around the world and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.</p> <p>7. Synthesize information about a different country based on information from variety of sources.</p>
<p>(L) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course</p>	
<p>Dual Listed Courses Only: List Proposed Learning Outcomes for the Higher-Level Course</p>	
<p>(M) Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p>

<p>Brief Course Outline</p> <p><i>For each outcome, describe how the outcome will be achieved</i></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p>As outlined by the federal definition of a "credit hour", the following should be a consideration</p> <p>regarding student work - For every one hour of classroom or direct faculty instruction,</p> <p>there should be a minimum of two hours of out of class student work.</p> <ol style="list-style-type: none"> 1. Politics, Press Freedom and Communication across cultures 2. Effect of freedom to media Content and Economic Globalization 3. Globalization & development of technology around the world 4. Culture & communication across cultures 5. Case studies on culture, media and communication around the world
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p>See CBA, Art. 42.D.1 for Definition</p>
<p>Brief Course Outline</p>	<p>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</p> <p>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	

For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
	global_and_multicultural_awareness
Liberal Studies Elective	<p>Please mark the designation(s) that apply - must meet at least one</p> <p>global_citizenship</p>

Expected Undergraduate Student

Learning Outcomes

(EUSLOs)

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

There are 7 learning objectives from this class.

1. Demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities

2. Explain the historical development of international communications and media

3. Analyze the relationship between governments and their people.

4. Explain the influence of globalization to international communication and global media system.

5. Analyze how international communication infrastructure and global media influence culture, can increase cross-cultural awareness among people across the globe.

6. Examine the relationship between "global culture" and "local culture" around the world and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.

The following is the explanation of how some of the objectives above enables students to become informed learners, empowered learners, responsible learners:

1. Demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities (informed learners)

2. Explain the historical development of international communications and media (informed learners)

3. Analyze the relationship between governments and their people (Informed learners)

4. Explain the influence of globalization to international communication and global media system (empowered learners).

5. Analyze how international communication infrastructures and global media's influence of culture can increase cross-cultural awareness among people across the globe (Empowered learners).

6. Describe the relationship between "global culture" and "local culture" and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world (responsible learners).

7. Synthesize information about different countries based on information from variety of sources (Responsible learners)

<p>the Required</p> <p>Content for this Category</p>	<p><i>Narrative on how the course will address the Selected Category Content</i></p> <p>This course has previously been approved for the GMA category. For LS elective, this class will fulfill the 'global citizenship' category as well as the 'information literacy' category.</p>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>a) Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please describe how your course will meet this criterion.</p> <p>Objective 3, 5 and 6 aims to educate the students on the aspects mentioned above. The objectives are as follows:</p> <p>3) Analyze the relationship between governments and their people</p> <p>5). Analyze how international communication infrastructures and global media influence culture can increase cross-cultural awareness among people across the globe</p> <p>6). Describe the relationship between 'global culture' and local culture' and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.</p> <p>One example of the above objective can be achieved through weekly assignments. Every week, students will be asked to read a short news article or watch a news clip on what happened in many countries around the world, which can be related to women's issues or current affairs or different type of celebration. Students will be asked to respond to the instructor's question or comment on their colleagues' response based on the reading.</p>

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

So far, I have incorporated fiction and non-fiction or travel books in addition to the textbook.

Here are some of the examples:




- The Geography of Bliss; One Grump's Search for the Happiest Places in the World by Eric Weiner. The novel is based on culture in the Netherlands, Switzerland, Bhutan, Qatar, Thailand, Moldova, Iceland. The book combines understanding local culture on search of happiness around the world in relation to existing situation that they currently have i.e. democracy, economic situation, war etc. It is delivered humorously and includes descriptions about the relationship among people and certain places, between people and the government that helped create certain culture that is unique to the particular area.
- Postcards from Stanland: Journeys in Central Asia by David Mould is a travel story by former journalist and media trainer, David Mould. He describes how central Asia has changed over the years. With no intention of being ethnocentric, in his book, he went back and forth on descriptions of culture, especially how he made sense the culture of Central Asia with the local culture of Ohio where he grew up and UK culture, where his parents grew up, providing an understanding that regardless wherever we live, we are all similar as people.

Based on these reading assignments, students are required to read and answer ten questions that combine the goal of LSE (informed, empowered and responsible learners). Some question require them to describe a particular culture written in the book, while other questions require them to provide solutions to problems or challenges described in the novel. The following questions are just two examples from novels 'Almost French by Sarah Turnbull and Geography of Bliss by Eric Weiner.

- Describe 3 interesting things that you learn most from this book.
- What changes would you like to bring about in the way you interact with foreigners in your country or while you're traveling overseas.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>				
<p>Course Designations:</p>					
<p>Key Assessments</p>					
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <table border="1" data-bbox="799 1822 1469 1873"> <thead> <tr> <th data-bbox="799 1822 1279 1873">File</th> <th data-bbox="1279 1822 1469 1873">Modified </th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="799 1873 1469 1957" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table>	File	Modified 	No files shared here yet.	
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Narrative Description of the

Required Content

How the proposal relates to the Education Major