Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Communications Media	Phone 7-3219

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- [ ] New Course
- [ ] Course Prefix Change
- [ ] Course Deletion
- [✓] Course Revision
- [ ] Course Number and/or Title Change
- [ ] Catalog Description Change

Current course prefix, number and full title: COMM 101: Communications Media in American Society

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- [ ] Learning Skills
- [ ] Knowledge Area
- [ ] Global and Multicultural Awareness
- [ ] Writing Across the Curriculum (W Course)

- [✓] Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

- [ ] Global Citizenship
- [✓] Information Literacy
- [ ] Oral Communication
- [ ] Quantitative Reasoning
- [ ] Scientific Literacy
- [ ] Technological Literacy

3. Other Designations, as appropriate

- [ ] Honors College Course
- [ ] Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- [ ] Catalog Description Change
- [ ] Program Revision
- [ ] Program Title Change
- [ ] New Track
- [ ] New Degree Program
- [ ] New Minor Program
- [✓] Liberal Studies Requirement Changes
- [ ] Other

Current program name:

Proposed program name, if changing:

5. Approvals

	Signature	Date
Department Curriculum Committee Chair(s)	*[signature]*	3/1/13
Department Chairperson(s)	*[signature]*	3/1/13
College Curriculum Committee Chair	*Roger Briscoe*	4/3/13
College Dean	*Edward Nardi*	4/3/13
Director of Liberal Studies (as needed)	*[signature]*	4/12/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	*Gail Sechrist*	4/23/13

I. Cover Page
Part II

I. Catalog Description
COMM 101 Communications Media in American Society   3c-01-3cr
Required of COMM majors. An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Objective 1: Be able to describe major components of the communication process and explain their relation to each other.
Expected Student Learning Outcome 1:
Informed Learners, Empowered Learners
Rationale: Assignments require students to demonstrate understanding of fundamental elements of the communication process that are constant across various media. Assignments also require students to be able to deconstruct messages as a means of deconstructing media content.

Objective 2:   Trace the historical development of communications media.
Expected Student Learning Outcome 1:
Informed Learners, Empowered Learners
Rationale: Assignments require students to have a working knowledge of communication technologies within their historical contexts. Assignments will also require students to demonstrate an understanding of technology and its social impact as a process of evolution rather than isolated events. Assignments require students to understand the relationships between various technologies, and how each paved the way for subsequent development.

Objective 3: Describe the different technologies employed to deliver communication media.
Expected Student Learning Outcome 1:
Informed Learners, Empowered Learners
Rationale: Assignments require students to demonstrate knowledge of key technological developments in media communication. Assignments also require students to assess how technological design and delivery affect the reception and impact of media messages.

Objective 4: Explain the economics and regulation of communication media.
Expected Student Learning Outcome 1:
Informed Learners, Empowered Learners, Responsible Learners
Rationale: Assignments require students to understand the economics of mass media, particularly the advertising industry. Beyond understanding the funding structures and revenue streams of mass media, students apply critical concepts to analyzing advertising across a variety

of media. Assignments also require students to understand implications of media as a means of expression, in tandem with regulatory constraints on such expression.

Objective 5: Summarize the impact and effects communication media have on our society.
Expected Student Learning Outcomes 1 and 2:
Informed Learners, Empowered Learners, Responsible Learners
Rationale: Assignments require students to demonstrate understanding of how communication media impact audiences including media persuasion, media influence, as well as the ways in which technological development impacts social organization and interaction.

Objective 6: Examine media through a critical lens.
Expected Student Learning Outcome 1:
Empowered Learners, Responsible Learners
Rationale: Assignments require students to move beyond simply consuming media messages, instead requiring them to analyze, assess, and evaluate media messages to better understand the construction, intent, and impact of mass media on American society.

III. Detailed Course Outline

A. Course Introduction (1 hour)

B. Mass Communication and Media Literacy (3 hours)
Reading: Campbell, et. al. Chapter 1 Mass Communication: A Critical Approach
1. Overview of history of technology
2. Introduction to media literacy
3. Introduction to media criticism
4. Basic functions of mass media
5. Overview of communication models
6. Introduction to understanding interrelationship between media and culture

C. Understanding Print Media: Books (3 hours)
Reading: Campbell, et. al. Chapter 9: Books and the Power of Print
1. Technological evolution from manuscript culture to printing press to digital readers
2. Books' impact on social organization, politics, and rational thought
3. Books role in democracy and dissent
4. Commoditization of books
5. Industry structure and practices
5. Books and censorship

D. Understanding Print Media: Newspapers (2 hours)
Reading: Campbell, et. al. Chapter 7: Newspapers: The Rise and Decline of Modern Journalism
1. Newspapers' cultural evolution from elite to mass
2. Evolution of newspaper reporting
3. Conventions of objectivity
4. The visual bias of newspapers
5. Minority newspapers

6. Economics, operations, and structure of the newspaper industry
7. Newspapers and digital technology

E. Exam 1 (2 hours)
    1. Review session
    2. Exam 1

F. Understanding Print Media: Magazines (3 hours)
Reading: Campbell, et. al. Chapter 8: Magazines in the Age of Specialization
    1. Magazines and industrialization
    2. Magazines as general interest intermediaries
    3. Role of images in magazines
    4. Magazines and photographic manipulation
    5. Differentiation of magazines
    6. Magazines and convergence
    7. Structure, economics, and practices of the magazine industry

G. Sound Recording and Popular Music (3 hours)
Reading: Campbell, et. al. Chapter 3: Sound Recording and Popular Music
    1. Technological evolution of sound recording
    2. Sound media convergence
    3. Cultural impact of recorded sound
    4. Structure, economics, and practices of music industry
    5. Popular music and the web: challenges and opportunities
    6. Radio and popular music
    7. Race and popular music
    8. Interrelation of popular music and society

H. Film (3 hours)
Reading: Campbell, et. al. Chapter 6: Movies and the Impact of Images
    1. Technological history of moving images
    2. Film industry history, economics, and structure
    3. Film and celebrity culture
    4. Film and convergence
    5. Genre
    6. Film and cultural controversy

I. Exam 2 (2 hours)
    1. Review
    2. Exam 2

J. Understanding Broadcasting: Radio (3 hours)
Reading: Campbell, et. al. Chapter 4: Popular Radio and the Origins of Broadcasting
    1. Technological history of sound transmission
    2. Radio as the privatization of public speech
    3. Radio as commercial medium

    4. Regulation of radio communication
    5. Radio formatting
    6. Structure, economics, and practices of the radio industry

K. Understanding Broadcasting: Television (3 hours)
Reading: Campbell, et. al. Chapter 5: Television and Cable: The Power of Visual Culture
    1. Evolution of TV technology
    2. Networks and mass audiences
    3. Cable and audience fragmentation
    4. Television and convergence
    5. Cultural impact of TV content
    6. Structure, economics, and practices of the TV industry
    7. TV as venue for shared experience
    8. Regulation of TV broadcasting

L. The Internet (3 hours)
Reading: Campbell, et. al. Chapter 2: The Internet, Digital Media, and Media Convergence
    1. Technological evolution of the Internet
    2. History of the Internet
    3. The Internet's new opportunities, new anxieties
    4. Internet and democracy
    5. Internet ownership, structure, and regulation
    6. Internet convergence
    7. Online culture

M. Exam 3 (2 hours)
    1. Review
    2. Exam

N. Industry Practices: Advertising (3 hours)
Reading: Campbell, et. al. Chapter 10: Advertising and Commercial Culture
    1. History of American advertising
    2. Regulation of advertising
    3. Economics of media advertising
    4. Structure of advertising agencies
    5. Branding culture
    6. Audience as commodity
    7. Advertising practices and trends

O. Media Effects (3 hours)
Reading: Campbell, et. al. Chapter 14: Media Effects and Cultural Approaches to Research
    1. Theoretical models of media effects
    2. Media and violence

3. Subliminal messages
4. Media influence

P. Media Effects Case Study: *War of the Worlds* (2 hours)
Reading: Cantril, et. al. The Invasion from Mars
    1. *War of the Worlds* broadcast (1938)
    2. Historical and cultural context
    3. Survey research methodology
    4. The nature of panic
    5. Demographics and media effects
Q. Review (1 hour)

R. Culminating Activity (2 hours)
    1. Final Exam

IV. Evaluation Methods

1. Four examinations (60%, 15% for each exam): three during the semester and a fourth during final exam week. Exams are objective and include True/False and Multiple Choice questions.
Information Literacy – EUSLO II – Informed Learner and Responsible Learner

2. Quizzes (15%): Weekly 10 point quizzes administered via online course management system. Quizzes are meant to assess student learning as it progresses, and to provide more frequent means of student evaluation.
Information Literacy – EUSLO II – Informed Learner and Responsible Learner

3. Attendance/Participation (10%): Class includes class discussion and group activities on a weekly basis. Attendance and participation in class activities is crucial to understanding and application of course concepts.
Information Literacy – EUSLO II – Informed Learner and Empowered Learner

4. Analytic Essay (15%): Political Economy and Media Performance. Each student will listen to 35 minutes of commercial radio news and 35 minutes of noncommercial radio news. In doing so, students create 'profiles' for each broadcast, including the total time of news content (versus commercials, promotions, sponsorships), the number and length of new stories, and the news stories' topics. Analyzing this data, students are to consider how the economic structure of a medium affects content and performance, effectiveness at creating informed citizens in democratic society.
Information Literacy – EUSLO II – Informed Learner, Empowered Learner, and Responsible Learner

Grading Scale

Assignment/Activity/Exam	Percentage of Grade
Exams	60%
Quizzes	15%
Analytic Essay	15%
Attendance/Participation	10%

V. Example Grading Scale

All assignments follow a standard grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60

VI. Undergraduate Course Attendance Policy

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

VII. Required Textbook(s), Supplemental Books and Readings.

Campbell, Richard, Christopher R. Martin and Bettina Fabos. *Media & Culture 8*. Bedford/St. Martin's Press, 2011. ISBN 978-0-312-62064-4

Example of Supplemental Non-Textbook Reading

Cantril, Hadley et. al. *The Invasion from Mars: A Study in the Psychology of Panic*. Transaction Publishers, 2005. ISBN: 1412804701

VIII. Special Resource Requirements

None.

IX. Bibliography

Campbell, Richard, Christopher R. Martin and Bettina Fabos. *About the Media*. DVD. Bedford/St. Martin's, 2007.

Campbell, Richard, Christopher R. Martin and Bettina Fabos. *Media & Culture 8*. Bedford/St. Martin's Press, 2011.

Campbell, Richard, Christopher R. Martin and Bettina Fabos. *Media Essentials: A Brief Introduction*. Bedford/St. Martin's Press, 2010.

Cantril, Hadley, et. al. *The Invasion from Mars: A Study in the Psychology of Panic*. Transaction Publishers, 2005.

Dennis, Everette E. and Melvin L. DeFleur. *Understanding Media in the Digital Age*. Pearson, 2009.

Hanson, Ralph E. *Mass Communication: Living in a Media World*. CQ Press, 2010.

Lax, Stephen. *Media and Communications Technologies: A Critical Introduction*. Palgrave Macmillan, 2008.

Levinson, Paul. *New New Media*. Pearson, 2009.

McChesney, Robert W. and John Nichols. *The Death and Life of American Journalism: The Media Revolution that Will Begin the World Again*. Nation Books, 2010.

Sterin, J. Charles. *Mass Media Revolution*. Pearson, 2011.

Vivian, John. *The Media of Mass Communication*, 10th ed. Pearson, 2010).

Part III.

1. Summary Of Proposed Revisions

1. Objectives: revised course objectives to align with the Expected Undergraduate Student Learning Outcomes (EUSLO) for Liberal Studies Electives focused on Information Literacy.

2. Updated required textbook to reflect title most recent edition of title currently in use.

3. Updated non-textbook reading to commonly used text.

4. Updated bibliography to reflect most recent titles/editions.

5. Updated course outline to reflect texts currently in use, and to address recent developments in media technology.

2. Justification/Rationale for the Revision

The course is currently approved as a Liberal Studies Elective, and is being revised to meet the new curriculum criteria for this category. Course facilitates information literacy by raising awareness of the history of media technologies, discussed both in the historical context of their development, and the technolgy's relevance within the current context. In addition, topics such as media regulations, media effects, and media theories teach students to view media not only as consumable products, but as texts that should be critically examined and evaluated.

3. Old Syllabus of Record

No syllabus of record exists. The previous course revision was minor (altering the course's title), and thus did not require a syllabus of record. That being the case, the most recent syllabi for this course were used as a basis for the establishing the new syllabus of record.

Catalog Description

An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.

Answers to Liberal Studies Course Approval General Information

1. Across instructors and sections course objectives for COMM 101 remain consistent. Syllabi are collected each semester and available for faculty to view in departmental office. Other resources (classroom activities, assignments, etc.) are readily shared among instructors. When taught by graduate teaching assistants, TAs meet regular with a faculty mentor to ensure oversight and consistency.

2. Throughout the course, readings and discussions address issues related to women and minorities. These include: portrayals and perpetuation of racial sterotypes in mass media; construction of gender roles in mass media and advertising; the dominance of white men in media ownership structures; populations disenfranchised by lack of access to technology; historical treatment of minority by the entertainment industry; and importance of diverse voices in mass media.

3. Current supplemental text is *The Invasion From Mars* by Hadley Cantril. The book recounts Orson Welles' 1938 *War of the Worlds* broadcast and ensuing panic. Cantril provides firsthand accounts of audience reaction to the broadcast, both those who panicked and those who did not. The book complements course content in two ways. First, it is a substantial episode in the history of US broadcasting, contributing to the course's historical emphasis. Secondly, it is a vivid example of media effects and influence, and is taught in conjunction with the media effects unit described above.

4. COMM 101 addresses both audiences (a general student audience and beginning majors). To accommodate both groups, incoming freshmen generally take the course their first year. That being the case, the typical student in COMM 101 is a first semester freshman with no background in the media field. This audience was taken into consideration in designing the course initially and in this revision as regards appropriate content, evaluation, and objectives.

A5. This course may not be taken for variable credit – credit hours are fixed at 3 for this course.

A6. Courses similar to Communications Media in American Society are cornerstones of Communication curricula at a number of institutions:

A7. N/A

B1. This course will be not be taught by instructors from outside of the Communications Media department. This course will not be co-taught.

B2. The Department of Journalism recently underwent a program revision to accept COMM 101 as fulfilling requirements for JRNL 105. We are in the process of accepting JRNL 105 as fulfilling requirements for COMM 101 as part of our larger undergraduate program revision, now underway.

B3. This course will not be cross-listed with other departments.

B4. Yes, seats will be open for students in the School of Continuing Education.

C1. Faculty resources are adequate. Traditionally, COMM 101 is offered with at least one section each semester, including Winter and Summer terms. Being a course revision as opposed to a new course proposal, load and course offerings will not be affected.

C2. Current resources are adequate. Course is taught in classrooms with standard multimedia equipment (computer and Internet access, video equipment, sound system, etc.).

C3. This course is not funded by a grant.

C4. Course is offered in both Spring and Fall semesters, and is generally also offered over Winter and Summer terms as a Distance Ed. Course.

C5. During the Spring and Fall semesters, two classes are generally offered. In the Summer and Winter terms, generally one Distance Ed. Version of the course is offered.

C6. Each section during the Spring and Fall semesters accommodates approximately 50 students. Distance ed. Versions of the course in the Summer and Winter terms accommodate approximately 30 students each.

C7. N/A

C8. (addressed in Appendix D below)

Correlation of Program Objectives to Communications Media Conceptual Framework

Program Objectives Communications Media majors will:	Communications Media Conceptual Framework	Course Objectives	Assessment Technique
1. Develop content in the areas of communication theory, psychology, educational psychology, educational psychology, (learning theory, propaganda, and persuasion, aesthetics, motivation).	1. Developing Theoretical Knowledge	1, 5, 6	Exam 1, Exam 4. Quiz 1, Quiz 12
2. Develop students' research, analytical, presentation, writing and communications skills.	2. Developing Technical Skills 3. Applications to Specialty Areas	6	Exam 4, Quiz 12, In class activities 1,2,3,4,5,6 and discussions; analytic essay
3. Prepare students to understand the effects of media and communications .	1. Developing Theoretical Knowledge 3. Applications to Specialty Areas	1, 5, 6	Exam 4, Quiz 12, analytic essay
4. Foster students' creative understanding and applications of communications media.	1. Developing Theoretical Knowledge 2. Developing Technical Skills 3. Applications to Specialty Areas	1, 2, 3, 4, 5, 6	Quizzes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Exams 1, 2, 3, 4 In-class activities 1, 2, 3, 4, 5, 6 and discussions, analytic essay
5. Develop an understanding of the legal and regulatory environment of communications media.	1. Developing Theoretical Knowledge 3. Applications to Specialty Areas	3, 4, 5	Quizzes 6, 7, 8, 9, 19; Exams 2, 3, 4, analytic essay

Undergraduate Distance Education Review

Note: COMM 101 was previously approved for delivery via Distance Education. To date, the course has been taught via Distance Education only during semester breaks, but may be taught during the semester as part of the Communications Media Department's previously approved DE degree completion program.

Step One: Proposer
A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Only approved Communications Media faculty teach the course. Presently, the course has only been taught online by full time faculty in the department. In the future, this could be expanded to qualified temporary faculty. In both cases, instructors of COMM 101 online have backgrounds in the Communications Media field and are qualified to teach such content.

Instructors delivering COMM 101 online generally have some experience with distance education practices. This includes teaching previous courses online, use of course management systems and other online tools to supplement traditional classroom-based courses, and having a background or concurrent coursework in Instructional Technology, including Distance Education.

2. How will each objective in the course be met using distance education technologies?

Objective 1: Be able to describe major components of the communication process and explain their relation to each other.
Met via: Online quizzes and weekly writing assignments
Rationale: Assignments require students to demonstrate understanding of fundamental elements of the communication process that are constant across various media. Assignments also require students to be able to deconstruct messages as a means of deconstructing media content.

Objective 2: Trace the historical development of communications media.
Met via: Online quizzes and weekly writing assignments
Rationale: Assignments require students to have a working knowledge of communication technologies within their historical contexts. Assignments will also require students to demonstrate an understanding technology and its social impact as a process of evolution rather than isolated events. Assignments require students to understand the relationships between various technologies, and how each paved the way for subsequent development.

Objective 3: Describe the different technologies employed to deliver communication media.
Met via: Online quizzes, weekly writing assignments, and online discussion forums

Rationale: Assignments require students to demonstrate knowledge of key technological developments in media communication. Assignments also require students to assess how technological design and delivery affect the

Objective 4: Explain the economics and regulation of communication media.
Met via: Online quizzes, weekly writing assignments, and online discussion forums
Rationale: Assignments require students to understand the economics of mass media, particularly the advertising industry. Beyond understanding the funding structures and revenue streams of mass media, students apply critical concepts to analyzing advertising across a variety of media. Assignments also require students to understand implications of media as a means of expression, in tandem with regulatory constraints on such expression.

Objective 5: Summarize the impact and effects communication media have on our society.
Met via: Weekly writing assignments, and online discussion forums
Rationale: Assignments require students to demonstrate understanding of how communication media impact audiences including media persuasion, media influence, as well as the ways in which technological development impacts social organization and interaction.

Objective 6: Consume media with critical eyes and ears.
Met via: Weekly writing assignments, and online discussion forums
Rationale: Assignments require students to move beyond simply consuming media messages, instead requiring them to analyze, assess, and evaluate media messages to better understand the construction, intent, and impact of mass media on American society.

3. How will instructor-student and student-student, if applicable, interaction take place?

Online Discussion Forums (instructor-student / student-student interaction): In lieu of face-to-face interaction in the classroom, the course will include online discussion forums pertinent to the topic of study on a given week. Students are required to participated in online discussion forums not simply to answer questions, but to engage in discussion with one another on a particular topic. As would be the case in a classroom setting, the instructor is responsible for moderating the discussion, prompting further discussion and facilitating interaction (accomplished through his or her own posts).

E-mail / telephone contact: Student-specific concerns (concerns over comprehension, grading, evaluation, etc.) are to be handled directly with the instructor via e-mail or telephone contact. These methods of communication afford the same respect of students'

4. How will student achievement be evaluated?

Chapter Quizzes: Each chapter of content is supplemented with a 20 question quiz to evaluate student understanding of related concepts and information.

Participation: Students will engage in asynchronous discussion forums for each content unit. Course policies require student to post / respond at least twice in each forum, facilitating

a dialogue with classmates rather than isolated posts. Instructor will also post and interact with students to facilitate and guide class discussions.

Response Essays: Short response essays that require students to engage with supplemental materials (i.e. articles, videos, etc.). Supplemental materials present issues relevant to the current content unit. For example, an instructor might include readings on the current struggles of the newspaper industry to supplement the chapter on print media. In each of these assignments, the instructor provides prompts and questions to stimulate a more critical engagement with course materials.

5. How will academic honesty for tests and assignments be addressed?

At the beginning of the course, students are required to electronically sign a Commitment to Course Policies, which notes that the syllabus is a binding agreement between student and instructor, including course policies, expectations, technology requirements, and academic integrity.

Quiz questions are selected at random from a larger database. For example, while a quiz may include 20 questions, those 20 questions are randomly selected from a library of 50 questions, minimizing the uniformity of quizzes among students. In addition, quizzes are set to time limits that make it difficult for students to look up questions in their text books or other materials.

Additionally, the course syllabus clearly outlines submission dates and deadlines for each assignment, quiz, and discussion forum.

COMM 101
Communications Media in American Society

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Course Description | Course Objectives | Texts and Materials | Required Technology Skills and Software | Technical Support | Participation Requirements | Grading | Student Evaluation | Course Schedule | Bibliography | Appendix-Student Outcomes Assessment Matrix

Course Description

Title: COMM 101: Communications Media in American Society
Credits: 3
Prerequisites: None
Description: Required of Communications Media majors. An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.
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Overview

We live in a world increasingly populated by communuication technologies and their messages. This course offers an overview of how these technologies have evolved over time as well as their social impact. In addition to examining specific forms of communication media, we will also study the practices and implications of mass media in contemporary American society.

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Course Objectives

At the end of this course, the student should be able to

- Describe the major components of the communications process and explain how each component is related to the other components
- Trace the historical development of communications media
- Describe the different technologies employed to deliver communications media
- Explain the economics of communications media
- Summarize the impact and effects communications media has on our society
- Consume media with critical eyes and ears

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Texts and Materials
Required

- John Vivian *The Media of Mass Communications, Tenth Edition* (Allyn and Bacon, 2011).

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Required Technology Skills and Software
Technology Skills
Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use e-mail (IUP iMail)
- The ability to use Moodle and associated tools, including discussion, quizzing, and assignment submission features
- The ability to use word processing software and to save in desired formats
- The ability to use Internet communication tools, including e-mail and discussion boards
- The ability to demonstrate netiquette (appropriate online conduct)

Software
The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

Adobe Reader

Flash Player

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Technical Support
To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 between 7 a.m. and 6 p.m.

Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at http://www.iup.edu/page.aspx?ekfrm=36009.
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Student Evaluation
The following methods will be used for evaluative purposes in this course:

Chapter Quizzes	180 points	45%
Essays	120 points	30%
Class Participation	100 points	25%
Total		400 100%

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Chapter Quizzes (45%): For each assigned chapter, students must complete a 20-question quiz. Quizzes are located in each chapter's Moodle content block, and are marked by this

graphic: There are 11 such quizzes in total, and each question carries a value of one (1) point..

Essays (30%): Four short (2 page) essay related to course readings. Details of each assignment can be found under "Assignments" on Moodle.

Class Participation (25%): Though we are not meeting in a physical space, we can still learn a great deal from each other. There will be 2 required online discussions each week, noted in the course schedule. Also see "Participation Requirements" below for pertinent information about class discussions.

Participation Requirements
Course Participation
Per University policy, class attendance and the timely completion of course requirements is mandatory.

Additional points that should be noted include the following:

- Study Guides --For each chapter, a PDF study guide and interactive review activity have been created to assist you in studying key points and information presented in the course. Please take advantage of these resources and use them. Discussion space will be set aside for questions and opportunities to review the correct answers for these.
- Reflective Assignments (Essays)--Because the purpose of this course is to help you to develop a critical eye in examining the media, you will periodically have reflective assignments to help you examine various aspects of the media. These assignments are

your opportunity to apply the concepts and ideas presented in the text to real-world situtations.

- Course Discussion--Course discussions also will provide you with an opportunity to ask questions and increase your understanding of the concepts presented. Course discussions will be used as a means of communication throughout the course, and will take place in the "Forums" section of our Moodle site. Generally I will provide a discussion prompt in the initial post under a given topic. You will be expected to contribute to the discussion either comments or questions that somehow tie to the course content in response to the initial prompt or to your classmates' responses. <u>A minimum of two posts is expected for assigned course discussions.</u>

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be followed for this course:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Keep chat comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that, unlike face-to-face learning environments, what you say in discussions and chats is documented and can be revisited. Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

- Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Using unauthorized materials and resources during quizzes and tests.
- Possessing course examination materials without the prior knowledge of the instructor.

- Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- Engaging behaviors that are disruptive or threatening to others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty uses a variety of technologies to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or as a PDF online at http://www.iup.edu/WorkArea/downloadasset.aspx?id=49753.
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Grading

The following grading scale will be used:

90%-100% = A
80%-89% = B
70%-79% = C
60 %-69% = D
Below 60% = F

As a matter of clarification, a C connotes "average" work. As are reserved for "exceptional" work. I evaluate assignments and exams based on performance, not effort. Effort will be reflected in your participation grade.

I will not discuss the grade of a particular assignment on the day the assignment is returned to students. Students are encouraged to reflect on the performance and grade assigned for at least 24 hours. However, students wanting to contest a grade on a particular assignment must do so no later than two weeks after it has been returned to the student.

Incomplete Grades
Incomplete grades will only be granted only in the event of "major life crises." The instructor reserves the rights of judgment as to what qualifies as a "major life crisis."

Withdrawal Grades
According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. Students who fail to withdraw by the deadline must file

for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade
If you disagree with the awarded grade or feel an error exists in the grade calculation, please contact your instructor to arrange a conference regarding your grade.

Changes
Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

Plagiarism

As defined by the University, plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both direct quotes and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number of numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforementioned manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing for the assignment (MLA, APA, Chicago, BC, etc.). If you have questions about avoiding plagiarism, feel free to see me in office hours.

Late Policy

Because of the logistical problems lateness poses in a condensed three-week course, **late work is not accepted** except under extreme circumstances (e.g. documented illness, family emergency). Exams, assignments and quizzes **cannot** be made up or turned in late unless the absence is excused, with documentation. This policy is taken very seriously, and will be enforced. In short, get all of your work in before midnight of the stated deadline, as shown below.

Course Schedule *

Week 1 (To be completed by 11:59pm January 5)	Read: Syllabus and Chapters 1,2 Assignments: Quizzes for Chapters 1 and 2 Discussions: Introduction
Week 2 (To be completed by 11:59pm January 12)	Read: Chapters 4, 5, 6, Assignments: Quiz for Chapters 4, 5, and 6; Essay #1 and Essay #2 Discussions: Print, Sound Recording
Week 3 (To be completed by 11:59pm January 19)	Read: Chapters 7, 9, 11 Assignments: Quizzes for Chapters 7, 9, and 11; Essay #3 Discussions: Internet, Advertising
Week 4 (To be compelted by 11:59pm January 23)	Read: Chapters 13, Assignments: Quiz for Chapter 13 ; Essay #4 Discussions: Mass Media Effects

*PLEASE NOTE: This is a tentative schedule of class activities and deadlines over the course of the semester and is subject to change.

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The Internet

Overview

The Internet represents a fundamental shift in the role of the recipients of media messages. No longer are media consumers passive recipients of media messages. In this new world order, the media consumer is also the producer of media messages. With the addition of blogs and social network sites, it has become easier than ever to post content to the Internet. In some ways, this is fulfilling the dream of openness originally intended in the development of the World Wide Web; however, there also can be issues. What are some of the issues that have been discussed with regard to the Internet?

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The Internet

Objectives

At the completion of this module, the student will be able to

- Describe the influence of the Internet on society.
- Identify key points in the history of the Internet.
- Identify the key technologies of the Internet.
- Explain the economic factors involved in the Internet.
- Summarize current issues involving the Internet as a mass medium.

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The Internet

Lesson Guide

Reading

Read the Internet chapter in your text. As you read, complete the <u>Internet Study Guide</u>. Following completion of the Study Guide, complete the review activities on the next page in this module in preparation for the Internet Quiz.

Reading Guide

As you read, note the following themes:

- In using the Internet as a mass medium, what are some of the concerns you would need to take into account in formulating and sending messages (e.g., concerns involved in using the medium, economic concerns, and technological concerns)?
- What are the threats to the democratization of the Internet? Why is this an issue?
- What are the factors that could contribute to the Internet replacing traditional media? What is preventing this?

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The Internet

Review Activities

Choose from the activities below to review the material presented in this module.

Quiz
Challenge

iPod and Small Screen Device downloads

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New Media Landscapes

Assessment

Quiz

Take the New Media Lanscapes Quiz, available in New Media Landscapes content block on the COMM 101 Moodle course page.

New Media Discussion

Please contribute to our discussion on the New Media. You are expected to post a detailed response in the New Media Discussion in the Internet content block on the COMM 101 Moodle course page.

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Response Paper: New Media and Wikileaks

The Internet has undoubtedly changed how we communicate. This is true not only in the ways that we interact with each other (via email, chats, social networking, etc.), or how we engage in commerce, but in the fundamental ways that information flows. Although the web has quickly become the domain of commercial and corporate media, there are still ways in which the Internet challenges corporate and governmental monopolies on information.

The most recent and controversial example of such a breakdown is the whistle-blowing website Wikileaks. Read the *New York Times* piece on Wikileaks posted under this assignment module to famliarize yourself with the group's background and the controversy surrounding them. When you have completed the reading, write an essay of at least two (2) double-spaced pages answering the following questions.

Echoing the Pentagon Papers case from the Vietnam-era, the controversy surrounding Wikileaks is actually a tension between two interests: citizens' right to know (the actions of their government/military) and concerns of national security. Where do you situate Wikileaks along this spectrum? Put another way, should Wikileaks and Assange be convicted for breaching national security? Or are they benefitting the American public by providing access to information?

The case of Wikileaks also raises a much larger question - in the Internet age, how should we strike a balance between our desire for information and other interests (security, privacy, copyright, etc.)? Where should we draw the line between the interests of institutions (the government, the military, corporations) and citizens?

All papers must follow these guidelines:

- Papers should be a minimum of two pages in length, double-spaced in 12-point Times New Roman Font with 1" margins.
- Papers should be typed and saved in <u>Rich Text Format</u> (.rtf). Save and name the file [last name and first initial]project2 (i.e., SmithJproject2). Papers should be submitted under the "Essay 3: Wikileaks" assignment in the "Essay 3" content area on the COMM 101 Moodle course page.
- All assignments should be proofread. If you don't I will.