


# COMM 101 Introduction to Communications, Media, and Culture-Crs-Rvs-2018-12-5

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## 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**” (*not Save Draft*) 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*

<b>Proposer*</b>	Vicky Ortiz	<b>Proposer Email*</b>	vortiz@iup.edu
<b>Contact Person*</b>	Vicky Ortiz	<b>Contact Email*</b>	vortiz@iup.edu
<b>Proposing Department/Unit*</b>	Communications Media	<b>Contact Phone*</b>	724-357-3781

<b>Course Level*</b>	undergraduate-level
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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 course_title_change	Category B:  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>  <i>Please be specific - this should be have more detail than the Summary for the Senate.</i>	This course is being revised to include cultural aspects of the communication media industry and society in general. This addition will help guide the course to a more critical evaluation of the communications media field and provide students with a better understanding of communications media in our society.

<b>(B) University Senate Summary of Rationale*</b>	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i>  This course is being revised to engage students in more critical thinking about the relationship between culture and media.
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	Our students will be better prepared to enter the workforce. Non Communications Media students will understand the relevance of Communications Media to other disciplines. The revision will have no implications on the delivery of the program. The course will remain a requirement for Communications Media majors and a Liberal Studies elective for non-majors.

<b>Current Course Information*</b>	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	COMM
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	101
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Communications Media in American Society
<b>Proposed Course Title</b>	Introduction to Communications, Media, and Culture
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	An introduction to the evolution, status, and future of communications media. Students explore 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. Required of Communications Media majors.
<b>Proposed Catalog Description</b>	Offers an overview of how media have evolved over time as well as their social impact. Explores the relationship between media and culture. Guides students to becoming media literate by critically analyzing the communications media industry. Additionally, students analyze theories relevant to media effects, ethics, and culture. Required for Communication Media majors.
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	

<p><b>(I) Repeat able Course</b></p> <p>This is for a course that can be repeated</p> <p>Multiple times e. g. Internship</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><b>Proposed Repeat able Course</b></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><b>(J) Number of Credits</b></p>	<p>Class Hours per week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:Lab Hours:Credits:</p>
<p><b>(K) Current Course Student Learning Outcomes (SLOs)</b></p>	<ol style="list-style-type: none"> <li>1. Describe major components of the communication process and explain their relation to each other.</li> <li>2. Trace the historical development of communications media.</li> <li>3. Describe the different technologies employed to deliver communication media.</li> <li>4. Summarize the impact and effects communication media have on our society.</li> <li>5. Explain the economics and regulation of communication media.</li> <li>6. Consume media with critical eyes and ears.</li> </ol>

<p><b>(L)</b> <b>Proposed Course Student Learning Outcomes (SLOs)</b></p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p>		
	SLO #	Outcome	How outcome is assessed
	1	Trace the historical development of communications media.	Students will engage in textbook and non-textbook readings, listen to lectures, complete exams and quizzes, and critical thinking assignments.
	2	Summarize the impact and effects communications media have on our society.	Lecture and assigned readings, discussion, critical thinking activities, quizzes and examinations, videos from experts, final project. Critical thinking assignments might include defining some media effect theories and writing about/reflecting on how they have experienced them in their lives. They might also include watching a movie for social change and reflecting on its impact on society. These readings and assignments will explore communications and media technologies and their impact.
	3	Analyze media consumption critically.	Students will explore what it means to be a critical consumer of media through lecture and critical thinking activities. They will practice this during assignments and the final project. Critical thinking activities might include taking stock of the cost of their textbooks, reflecting on the books they have read. The also complete a media log where they will keep track of their media consumption for three consecutive days.
4	Understand the relationship between media and culture.	Textbook and non-textbook readings, lecture, discussion, critical thinking assignments. Critical thinking assignments to illustrate the role of media and culture include analyzing advertisements in newspapers, magazines, television. It might also include analyzing music videos and media effects theories.	
<p><b>(M)</b> <b>Previous Brief Course Outline</b></p> <p><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 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.</i></p> <ol style="list-style-type: none"> <li>1. Mass Media</li> <li>2. Mass Communications</li> <li>3. Books</li> <li>4. Magazines</li> <li>5. Newspapers</li> <li>6. Records</li> <li>7. Movies</li> <li>8. Radio</li> <li>9. Television</li> <li>10. The Web</li> <li>11. Journalism</li> <li>12. Public Relations</li> <li>13. Advertising</li> <li>14. Media Research</li> <li>15. Media Effects</li> <li>16. Ethics</li> </ol>		

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>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.</i></p> <ol style="list-style-type: none"> <li>1. Culture &amp; Evolution of Mass Communications             <ol style="list-style-type: none"> <li>a. Development of Media &amp; Role in Society</li> </ol> </li> <li>2. Surveying Cultural Landscape             <ol style="list-style-type: none"> <li>a. Critiquing Media &amp; Culture</li> </ol> </li> <li>3. The Book Industry</li> <li>4. The Evolution of American Newspapers</li> <li>5. The Magazine Industry</li> <li>6. Sound Recording &amp; Music</li> <li>7. Radio &amp; Broadcasting</li> <li>8. The Film Industry</li> <li>9. The Television Industry</li> <li>10. The Internet, Digital Media, and Media Convergence             <ol style="list-style-type: none"> <li>a. Social Media</li> <li>b. Media Consumption</li> </ol> </li> <li>11. Digital Gaming</li> <li>12. The Advertising Industry</li> <li>13. Democratic Expression and the Mass Media</li> <li>14. Media Effects             <ol style="list-style-type: none"> <li>a. Cultural Approaches to Media Research</li> </ol> </li> </ol>
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## Distance Education Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>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</i></p> <p><i>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.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	

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

## Liberal Studies Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b> liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:									
Liberal Studies Elective	<p>Please mark the designation(s) that apply - must meet at least one</p> <p>information_literacy</p>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</p> <p>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul> </td> <td>1,2,4</td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>		<ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul>		<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>	1,2,4
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<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>	1,2,4								

<ul style="list-style-type: none"> <li>the human imagination, expression and traditions of many cultures</li> </ul>	4
<ul style="list-style-type: none"> <li>the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>the interrelationships within and across disciplines</li> </ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>critical thinking skills including analysis, application and evaluation</li> </ul>	2,3
<ul style="list-style-type: none"> <li>reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	2,3
<ul style="list-style-type: none"> <li>an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning</p> <p><b>Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	Students will engage in textbook and non-textbook readings, listen to lectures, complete exams and quizzes, and critical thinking assignments.
	2	Lecture and assigned readings, discussion, critical thinking activities, quizzes and examinations, videos from experts, final project. Critical thinking assignments might include defining some media effect theories and writing about/reflecting on how they have experienced them in their lives. They might also include watching a movie for social change and reflecting on its impact on society. These readings and assignments will explore communications and media technologies and their impact.
	3	Students will explore what it means to be a critical consumer of media through lecture and critical thinking activities. They will practice this during assignments and the final project. Critical thinking activities might include taking stock of the cost of their textbooks, reflecting on the books they have read. They also complete a media log where they will keep track of their media consumption for three consecutive days.
4	Textbook and non-textbook readings, lecture, discussion, critical thinking assignments. Critical thinking assignments to illustrate the role of media and culture include analyzing advertisements in newspapers, magazines, television. It might also include analyzing music videos and media effects theories.	

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**


<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	<p>This course often discusses the perspectives and contributions of ethnic and racial minorities. Below are a few examples:</p> <ol style="list-style-type: none"> <li>1. When discussing media and communication practices we explore misrepresentation the news media shows due to the majority of experts cited in news being white men. The class then discusses how this can be problematic. We discuss how women's perspectives regarding issues such as birth control might be different.</li> <li>2. In the film section, we discuss work by directors who are not white men—who tend to rule that industry as well. We talk about work by female directors and we talk about the film industry outside the U.S. For example, we spend time talking about Bollywood.</li> <li>3. In the newspaper chapter, we cover minority newspapers. For example, we discuss newspapers targeted and written by African Americans, Native Americans, Asian Americans, Hispanic Americans, etc.</li> <li>4. In the magazine chapter, we spend time discussing Zines or self-published magazines that are not mainstream and often cover topics important to ethnic and racial minorities. We also discuss the strong power of women as consumers in this chapter.</li> </ol>
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<p><b>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.</b></p>	<p>Students in this class read at least two different articles not in the textbook. Typically, they read news articles or magazine articles pertaining to relevant and recent information. For example, they read articles from <i>The Atlantic</i> about the impact of social media in society. Mostly, they read articles from reputable sources that discuss the latest trends or happenings in communications media.</p> <p>They also engage with readings from newspapers.</p>
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## Teacher Education Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>				
<p><b>Course Designations:</b></p>					
<p><b>Key Assessments</b></p>					
<p><b>Narrative Description of the Required Content</b></p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">File</th> <th style="text-align: left;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">No files shared here yet.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>	File	Modified	No files shared here yet.	
File	Modified				
No files shared here yet.					
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>				

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>