

# COMM 143 Media Wellness NewCrs-2016-08-23

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## 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-NewCrs-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

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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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<b>Contact Person*</b>	Vicky Ortiz	<b>Contact Email*</b>	vortiz@iup.edu
<b>Proposing Department/Unit*</b>	Communications Media	<b>Contact Phone*</b>	317-364-2283

<b>(A) Course Prefix*</b>	<i>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></i> COMM
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 143
<b>(C) Course Title*</b>	Media Wellness
<b>(D) Course Level*</b>	undergraduate-level
<b>(E) Cross Listed*</b>	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO  If YES, with:
<b>(F) Variable Credit*</b>	NO  If YES, enter the number of credits:
<b>(G) Variable Title*</b>	NO  If YES, enter the title(s):
<b>(H) Number of Credits*</b>	Class Hours:3 Lab Hours:0 Credits:3

<b>(I) Repeatable Course*</b>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Prerequisite(s)</b>	None
<b>(K) Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
<b>(L) Additional Information</b>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p>liberal-studies</p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
<b>(M) Recommended Class Size</b>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
<b>(N) Catalog Description*</b>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Designed to help students understand how media affects wellness. Analyzes and evaluates media consumption and media effects (both positive and negative) in a variety of genres including traditional and social media. Explores concepts of media literacy including evaluation and analysis of media content. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement. Other 143 courses also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D/F repeats but may not be counted for duplicate credit.</p>
<b>(O) Student Learning Outcomes*</b>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p><b>Student Learning Outcomes:</b></p> <p><b>Upon completion of the course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand how media affects various aspects of wellness including social, emotional, intellectual and physical wellness</li> <li>2. Develop an understanding of the positive and negative effects of media consumption</li> <li>3. Assess personal media use and evaluate its impact on individual wellness</li> <li>4. Evaluate media content and its intentions</li> <li>5. Apply healthy strategies for media exposure and consumption</li> </ol> <p><b>Dimensions of Wellness Common Learning Objectives</b></p> <p><b>At the conclusion of the course the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. describe the factors within the course's primary focus that influence wellness</li> <li>2. understand how to apply the skills learned in this course throughout his or her life.</li> <li>3. use information literacy skills to seek and evaluate wellness-related information.</li> <li>4. identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle.</li> </ol>
<b>(P) 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>

For Each  
Outcome  
Describe

*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*

How the  
Outcome Will

*direct faculty instruction, there should be a minimum of two hours of out of class student work.*

Be Achieved

**Course Schedule**

Week	Topic	Reading Assignment	Assignment/Quiz
1	Introduction to Course Do you need a media "diet"?		Assignment A: Personal Media Assessment Survey
2	Good news/bad news; How did that make you feel? Positive and negative effects of media consumption	We are what we consume (Johnson, Chapter 4)	Discussion Question #1
3	Information Overload: How much is too much?	Welcome to Information Obesity & The Symptoms of Information Obesity (Johnson, Chapters 5 & 6)	Discussion Question #2
4	Managing Media Consumption TED Talk: Allison Graham: How social media makes us unsocial	Attention Fitness and How to Consume (Johnson, Chapters 8 & 10)	Discussion Question #3
5	Changes Trends in Media Use: Baby Boomers to Millennials and how our media use had changed	The Variability of Media Use (Couldry, Chapter 5)	Discussion Question #4 <b>Quiz #1</b>
6	Don't believe everything you see: Fake news and Photoshop, Perceptions of truth and trust between media sources	Kiousis (2009)	Discussion Question #5
7	Our Duty to be Informed: Media and community engagement TED Talk: Alisa Miller: How the news distorts our worldview	Values, Talk and Action (Couldry, Chapter 6)	Discussion Question #6
8	Media Consumer or Media Creator: From citizen journalists to YouTube stars	The Participation Gap (Johnson, Chapter 11)	Discussion Question #7
9	Media as a "Super-Peer": Are you keeping up with the Kardashians or being your "selfie" TED Talk - Lauren Zalaznick: The Conscience of Television		<b>Quiz #2</b> Personal Media Assessment conducted during this week
10	Book Week: Alone Together (Turkle, 2011) TED Talks - Sherry Turkle: Connected, but alone? & Alone Together		Discussion Question #8
11	It is not all bad news: Media as a positive force	Selected articles on positive uses of media including use by individuals with disabilities	Discussion Question #9 Personal Media Assessment Report Due
12	The scholarship of media consumption: How media use is studied, defined and reported	Selected articles on media research and theory	Discussion Question #10
13	To Infinity and Beyond: Media use for your future TED Talk - AJ Leon: This is Not your Practice Life		
14	A Balanced Media Diet: Taking steps for mindful media consumption TED Talk - Ethan Zuckerman: Listening to Global Voices		
Final Exam	Poster Presentations		<b>Quiz #3</b>

The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Students will be challenged to assess their media use and determine strategies for a more mindful approach to media consumption. For example our discussion of "the third-person effect" delves into how individuals believe media influences others more than it influences them. The sections of the course content that explore media and community engagement will aid students in using what they learn via media to be active in community issues. The culmination of the course will be for students to complete a "poster" that imparts tips for mindful media consumption. This assignment will allow for some creativity as well and practical application of the course content.

#### **Required Readings:**

The Information Diet: A Case for Conscious Consumption (Johnson, 2012)

Media Consumption and Public Engagement: Beyond Presumption of Attention (Couldry & Livingstone, 2016)

Alone Together: Why we expect more from technology and less from each other (Turkle, 2011)

#### **Assignments**

##### **Personal Media Assessment Survey**

In the early days of class, the instructor will administer a survey asking students to estimate their time spent using media. The survey will ask them to indicate the type of digital media (television program, radio, video games movies, etc.), the means by which students accessed the media (i.e., television set, computer, phone), the media outlet or organization and the time spent per day on each type of media.

Additional questions will ask the purpose of the media use: information, education, entertainment, socialization, professional, etc. We will ask students how frequently they use more than one device at the same time, called multiscreening (i.e., watching television and being on social media simultaneously).

##### **B. Personal Media Assessment Log and Report**

In the weeks following the completion of Assignment A, students will record their actual media use for two consecutive days, responding to the same questions as in the survey with additional open-ended questions, assessing their media consumption. Students will address the positive and negative aspects of their personal media use. Prompts will include questions determining to what degree students utilize traditional news outlets such as radio and television vs. social media and online sources for news and information. Students will be asked to address whether the information they viewed prompted them to take any kind of action or any type of emotion. Students will be asked to what degree they are using media to combat boredom or limiting interpersonal interactions because of media use.

Students who choose to may use a free online application that will allow them to record their media consumption (Media Consumption Log on [WordPress.org](http://WordPress.org)) and create a statistical analysis of their media use. Detailed logging instructions will be provided.

After the recording assignment is completed the results of each student's initial survey will be returned. Each student will write a 4-5 page analysis of their media use, including a comparison of their estimated media use and their actual media use. As part of the report, students will be expected to explore data on average media use based on their age, gender and other appropriate demographic data to determine to what degree their media use is appropriate or excessive and develop a strategy to make changes to their media use as necessary.

##### **C. Mindful Media Use Presentation**

At the conclusion of the semester, the face-to-face class will sponsor a "poster presentation" session with information they have learned throughout the semester. Teams of two students will create a poster detailing a specific aspect of media consumption and how it relates to a healthy lifestyle. Posters will be required to provide tips on "mindful" media use, how to monitor and manage media consumption.

For the online course, students will complete the same assignment using PowerPoint or other presentation software and will record an audio narration addressing the content of their poster.

#### **Course Reading Assignments**

Two text books, [The Information Diet: A Case for Conscious Consumption](#) (Johnson, 2012) and [Media Consumption and Public Engagement: Beyond Presumption of Attention](#) (Couldry & Livingstone, 2016) will be used in part throughout the course.

Additionally, the non-textbook reading, [Alone Together: Why we expect more from technology and less from each other](#) (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.

Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. [Alone Together](#) is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.

Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:

Coyne (2014) Media Time = Family Time: Positive Media Use in Families

Kiousis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age

Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder

Mazurek (2013) Social Media use among adults with autism spectrum disorders

Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine

Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.

McLeod (2017) Thinking About the Media: A review of theory and research on media perceptions, and their consequences.

**Course Discussion and Participation Assignments**

**A. Discussion Questions**

Students will write discussion questions based on the class readings as listed on the course syllabus. For class discussion, students will be randomly selected to pose their question in class and generate discussion. Hard copies of the discussion questions will be collected on each date as assigned.

For the online version of this course, there will be an additional requirement that each question is unique and cannot be duplicated within the discussion thread. Thereby, encouraging students to post their questions early.

**B. Discussion Responses/Participation**

To generate discussion and participation in class, students are required to respond to the questions posed by classmates from assignment A, above. Participation points are obtained by actively engaging in the class discussion.

For the online version of this course, each student must respond to at least two questions posted by classmates from the assignment outlined in A, above. As with the previous assignment, responses must be unique, thereby prompting students to begin their discussion early and to view a variety of questions posted by other students.

**Quizzes**

As listed on the course outline, quizzes will cover the course readings, lecture notes and class discussion.

**Rationale for Proposal**

**(Q) Why is this Course Being Proposed?\***

This course is being proposed because as we have become more integrated into lifestyles that are technologically heavy, it is important to be aware of the relationship between media and consumers. A Pew Research Center study (2015) reports 24% of teens go online "almost constantly." Statistics on social media and internet use from this same study show higher rates of media use for teens from lower socio-economic households as well as minority groups including African-American and Hispanic youth. Various reports from medical journals link increased media use to a variety of health issues including obesity, depression and anxiety. Use of traditional media including television and video may interfere with teens getting enough sleep.

While it may be easier to identify negative aspects of over-consumption of media, media effects literature identifies positive aspects of media use including social connection with family and friends while separated by geography, connecting with other individuals with common interests and engagement on social issues. All forms of media, including social media and traditional media such as television can encourage today's college students to ask questions, use their imaginations and promote critical thinking.

For the purposes of this course we limit our discussion of media to television, film, online media and games. In exploring the impact of other media, such as radio, it was determined that this medium can be a tremendous source of influence in lesser-developed countries where television and the internet are not readily available but does not have a similar impact in the US. Additionally, we have not included media that are the primary purview of other academic departments.

**(R) University Senate Summary of Rationale**

*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

The course is proposed as a Dimensions of Wellness option due to the pervasive nature of digital media and its impact on media users. Quite literally thousands of studies have been done on how the use (or over use) of media affects physical, emotion, social and psychological wellness of users of media, with both positive and negative consequences. The course is designed to help students to assess their media use and make mindful choices about media consumption.

**(S) How Does it Fit into the Departmental Curriculum?\***

*Check all that apply*

Liberal Studies

If Other, please explain:

**(T) Is a Similar Class Offered in Other Departments? \***

YES

Please Provide Comment:

The dimensions of wellness courses all have similar objectives they strive to teach students how to become healthy adults. Where this course differs, however, is the context of wellness. For this course, students will learn how to engage with media in a healthy manner.

While this course does explore social media, COMM 143 differs from COSC 143 Cyberwellness, in that we delve more into the consumption of information rather than computer use or personal security in using social media and the internet. In reading the syllabus of record for COSC 143 (9-7-15) this course is more about the use of "technology" and technology addiction than explorations of how messages on media impact audiences. We see some but very limited overlap.

<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course will provide students from all disciplines and background to explore and assess their media intake. Students use media in every aspect of their lives, including their education, health, relationships, and job searches. Becoming critical consumers of media will help students become more thoughtful and engaged citizens.</p>				
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Liberal Studies Open to Any Student</p> <p>If Other, please explain:</p>				
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>As mentioned previously, we see minimal content overlap with COSC 143. We identify no impact of this course on other departments.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 40px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>This course will be offered on a rotating basis as faculty are available. If approved for online delivery, we anticipate sections of the course would be offered during winter and summer terms, having no impact on the departmental offerings during the regular semester.</p>				

## Distance Education Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p>distance-education</p>
<p><b>Course Prefix /Number</b></p>	<p>COMM</p>
<p><b>Course Title</b></p>	<p>143</p>

<b>Type of Proposal</b>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>
<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</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>The course is designed to be appropriate for online or face-to-face delivery. Readings, assignments and presentations can be accomplished through D2L or another LMS.</p> <p style="text-align: center;"><b>Course Schedule</b></p>



Week	Topic	Reading Assignment	Assignment/Quiz
1	Introduction to Course Do you need a media "diet"?		Assignment A: Personal Media Assessment Survey
2	Good news/bad news; How did that make you feel? Positive and negative effects of media consumption	We are what we consume (Johnson, Chapter 4)	Discussion Question #1
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10	Book Week: Alone Together (Turkle, 2011) TED Talks - Sherry Turkle: Connected, but alone? & Alone Together		Discussion Question #8
11	It is not all bad news: Media as a positive force	Selected articles on positive uses of media including use by individuals with disabilities	Discussion Question #9 Personal Media Assessment Report Due
12	The scholarship of media consumption: How media use is studied, defined and reported	Selected articles on media research and theory	Discussion Question #10
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Final Exam	Poster Presentations		<b>Quiz #3</b>

**Rationale for Proposal (Required Questions from CBA)**

**How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?**

Any member of the Communications Media faculty is qualified to teach this course. Without exception all faculty have used D2L as a course supplement or to teach a completely online course. The content of the course is appropriate for any member of our faculty.

**For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.**

**1. Upon completion of the course, the student will be able to:**

- a. Understand how media affects various aspects of wellness including social, emotional, intellectual and physical wellness (Readings, Discussion and Assignments)
- b. Develop an understanding of the positive and negative effects of media consumption (Readings, Discussion and Assignments)
- c. Assess personal media use and evaluate its impact on individual wellness (Assessment Assignments)
- d. Evaluate media content and its intentions (Readings, Discussion and Assignments)
- e. Apply healthy strategies for media exposure and consumption (Readings, Discussion and Assignments)

**Dimensions of Wellness Common Learning Objectives**

**At the conclusion of the course the student should be able to:**

- a. describe the factors within the course's primary focus that influence wellness (Readings, Discussion and Assignments)
- b. understand how to apply the skills learned in this course throughout his or her life.(Readings, Discussion and Assignments)
- c. use information literacy skills to seek and evaluate wellness-related information.(Readings, Discussion and Assignments)
- d. identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle.(Readings, Discussion and Assignments)

The Information Diet: A Case for Conscious Consumption (Johnson, 2012)

Media Consumption and Public Engagement: Beyond Presumption of Attention (Couldry & Livingstone, 2016)

Alone Together: Why we expect more from technology and less from each other (Turkle, 2011)

**Assignments**

**Personal Media Assessment Survey**

In the early days of class, the instructor will administer a survey asking students to estimate their time spent using media. The survey will ask them to indicate the type of digital media (television program, radio, video games movies, etc.), the means by which students accessed the media (i.e., television set, computer, phone), the media outlet or organization and the time spent per day on each type of media.

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**B. Personal Media Assessment Log and Report**

In the weeks following the completion of Assignment A, students will record their actual media use for two consecutive days, responding to the same questions as in the survey with additional open-ended questions, assessing their media consumption. Students will address the positive and negative aspects of their personal media use. Prompts will include questions determining to what degree students utilize traditional news outlets such as radio and television vs. social media and online sources for news and information. Students will be asked to address whether the information they viewed prompted them to take any kind of action or any type of emotion. Students will be asked to what degree they are using media to combat boredom or limiting interpersonal interactions because of media use.

Students who choose to may use a free online application that will allow them to record their media consumption (Media Consumption Log on [WordPress.org](http://WordPress.org)) and create a statistical analysis of their media use. Detailed logging instructions will be provided.

After the recording assignment is completed the results of each student's initial survey will be returned. Each student will write a 4-5 page analysis of their media use, including a comparison of their estimated media use and their actual media use.

**C. Mindful Media Use Presentation**

At the conclusion of the semester, the face-to-face class will sponsor a "poster presentation" session with information they have learned throughout the semester. Teams of two students will create a poster detailing a specific aspect of media consumption and how it relates to a healthy lifestyle. Posters will be required to provide tips on "mindful" media use, how to monitor and manage media consumption.

For the online course, students will complete the same assignment using PowerPoint or other presentation software and will record an audio narration addressing the content of their poster.

**Course Reading Assignments**

Two text books, The Information Diet: A Case for Conscious Consumption (Johnson, 2012) and Media Consumption and Public Engagement: Beyond Presumption of Attention (Couldry & Livingstone, 2016) will be used in part throughout the course.

Additionally, the non-textbook reading, Alone Together: Why we expect more from technology and less from each other (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.

	<p>Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. <u>Alone Together</u> is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.</p> <p>Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:</p> <p>Coyne (2014) Media Time = Family Time: Positive Media Use in Families</p> <p>Kiousis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age</p> <p>Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder</p> <p>Mazurek (2013) Social Media use among adults with autism spectrum disorders</p> <p>Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine</p> <p>Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.</p> <p><b>Course Discussion and Participation Assignments</b></p> <p><b>A. Discussion Questions</b></p> <p>Students will write discussion questions based on the class readings as listed on the course syllabus. For class discussion, students will be randomly selected to pose their question in class and generate discussion. Hard copies of the discussion questions will be collected on each date as assigned.</p> <p><u>For the online version of this course, there will be an additional requirement that each question is unique and cannot be duplicated within the discussion thread. Thereby, encouraging students to post their questions early.</u></p> <p><b>B. Discussion Responses/Participation</b></p> <p>To generate discussion and participation in class, students are required to respond to the questions posed by classmates from assignment A, above. Participation points are obtained by actively engaging in the class discussion.</p> <p><u>For the online version of this course, each student must respond to at least two questions posted by classmates from the assignment outlined in A. above. As with the previous assignment, responses must be unique, thereby prompting students to begin their discussion early and to view a variety of questions posted by other students.</u></p> <p><b>Quizzes</b></p> <p>As listed on the course outline, quizzes will cover the course readings, lecture notes and class discussion. Quizzes will be delivered via D2L or other appropriate LMS.</p>
<p><b>How will the instructor-student and student-student interaction take place?</b> (if applicable)</p>	<p>Communication between the student and instructor will primarily take place over email. Additionally, communication will also take place via the discussion function of D2L. However, phone, video, and in-person meetings will also be possible. The instructor will have office hours during which emails or calls will be answered promptly.</p> <p>Student-to-student communication will take place via the discussion function of D2L. Using this tool, students will be able to discuss their opinions and experiences regarding the topics assignment by the instructor.</p>
<p><b>How will student achievement be evaluated?</b></p>	<p>Student achievement will be evaluated via online discussions, quizzes, and assignments.</p>
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p>The nature of the course assignments makes plagiarism difficult. The assignments are unique in nature and unlikely to be copied from other sources. The quiz functions of D2L that limit the amount of time for taking a quiz and the options to randomize quiz questions will be used. Students are not restricted from using notes or books while taking quizzes as that is not realistic to monitor in an online course.</p>

## Liberal Studies Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	dimensions_of_wellness
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i> information_literacy
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></i></p> <p><i>As Informed Learners</i></p> <ul style="list-style-type: none"> <li>• the interrelationships within and across disciplines.</li> </ul> <p>Media consumption exposes students to concepts from a variety of disciplines, some of which they may find confusing, complex or overly stimulating. The ability to understand the concepts behind media messages, the reasons for the production of those messages and the intentions of media producers can aid students in better understanding the information they see, hear and read. In doing so, students are better able to critically interpret messages understanding the producer or authors' attempts to influence, entertain or inform an audience. Media effects literature draws heavily from social psychology and other social science fields. Much of what is known about media consumption and effects comes from content analysis, surveys and experiments.</p> <p><i>As Empowered Learners</i>, students will demonstrate:</p> <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> <p>Endless pages of content online, hours of television and video from traditional media and sources such as YouTube and Vimeo make it particularly difficult to find meaningful, quality content. While college students may consider themselves "seasoned" consumers of media, they often do not understand how to evaluate what they see and hear in a critical fashion, separating fact from fiction.</p> <ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgment and action.</li> </ul> <p>It is the intent of the course to move students from the passenger seat to the driver's seat when it comes to being media consumers. Understanding how media affects audiences can aid students in how they function as consumers and citizens.</p> <ul style="list-style-type: none"> <li>• critical thinking skills, including analysis, application, and evaluation.</li> </ul> <p>A primary goal of this course is to encourage critical thinking, to help students evaluate the information they receive from a variety of media sources, to determine what is and is not relevant to their lives. Appropriate examples of this concern are recent "fake" news stories distributed widely on both new and traditional media and audiences' reaction to those stories. We want students to be able to discern fact from fiction.</p> <ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas.</li> </ul> <p>We expect students to reflect on their media consumption, their desire to respond to messages in a particular way, their tendency to act or not on the content of a message. We anticipate students will evaluate the time spent consuming media and how that is impacting their lives both positively and negatively.</p> <p><i>As Responsible Learners</i>, students will demonstrate:</p> <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> <p>Through this course students will begin to understand that media messages are designed with a purpose, typically a purpose to prompt action on the part of the audience. Not all messages are ethical or positive. Understanding these concepts can aid students in making good decisions about what actions they will take in regard to the messages they see and hear.</p>

Description of the Required

Content for this Category

*Narrative on how the course will address the Selected Category Content*

## DIMENSIONS OF WELLNESS REQUIRED COURSE CONTENT

Proposals for courses designed to fulfill the Liberal Studies Dimensions of Wellness requirement must include:

- Clearly identified active learning or experiential activities that require students to apply course content.
  - **Assessment assignments**
- Self-reflective activities that provide insight into personal wellness.
  - **Assessment assignments**
- An assessment of personal strengths and challenges within the dimension of primary focus.
  - **Assessment assignments, mindful media use presentation**
- Development of an improvement plan to address the challenges identified in the assessment exercises.
  - **Mindful media use presentation**
- A culminating self-evaluation of the student's progress toward improvement.
  - **Mindful media use presentation**
- Use of the Internet as a means to gather accurate information relevant to the topic of primary focus; it is expected that the Internet will be where students and their families will seek wellness information.
  - **This whole class is on this.**

Individuals proposing courses designed to fulfill the Liberal Studies Dimension of Wellness requirement are encouraged to include:

- Activities that promote development of oral and/or written communication.
  - **Assessment paper, mindful media presentation**
- Activities that encourage service learning opportunities.
- Approximately 30 percent of the class time devoted to active learning or experiential activities.
  - **50% of class will be spent on critical thinking activities**

### DIMENSIONS OF WELLNESS COMMON LEARNING OBJECTIVES

All courses meeting the Liberal Studies Dimensions of Wellness requirement will establish common course objectives stating:

- At the conclusion of the course the student should be able to:
  - Describe the factors within the course's primary focus that influence wellness.
    - **Understand how media affects various aspects of wellness including physical, social, and psychological wellness.**
  - Understand how to apply the skills learned in this course throughout his or her life.
    - **Apply healthy strategies for media consumption and exposure.**
  - Use information literacy skills to seek and evaluate wellness-related information.
    - **Evaluate media content and its purposes.**
  - Identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle.
    - **Evaluate media use and develop strategies for mindful media consumption.**

Various organizations identify six to ten dimensions of wellness: psychological and emotional, career, social, spiritual, physical, nutritional, financial, behavioral and intellectual, creative, environmental, and occupational, with slightly varying definitions. For example, one group describes environmental wellness as the need to promote a safe and clean natural environment while another refers to it as creating a pleasant personal environment. One wellness center website for college students recommends moderation in media consumption as a means to manage stress yet promotes their YouTube channel as a source for additional information.

Given these varied interpretations, we feel confident this course can address multiple "dimensions of wellness" including particularly emotional, social, intellectual and physical wellness.

For example, research on television viewing can serve as an escape from depression, viewing of television news programs may exacerbate such moods. Articles included in the readings for this course address the social aspects of media for individuals with autism, social anxiety disorders and depression. The non-textbook reading explores how we now rely on technology for many social interactions.

While we do not attempt to address all in equal measure, the most appropriate are physical and social.

**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 of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</b></p>	<p>This course will include the perspectives of ethnic and racial minorities and women through the diverse set of readings and through the discussions facilitated in class or through D2L. Several of the readings assigned come from different parts of the world and are written by minorities. In addition, most of these readings are internationally based and are from worldly publications. Only a few readings are relevant to Americans only. The instructor is a woman from Guatemala and thus her lectures tend to delve into cultural norms and intercultural communication.</p> <p>Also, as mentioned in the rationale above, the issue of media consumption is of particular concern for ethnic minorities and individuals from lower socio-economic groups.</p> <p>Several aspects of media research delve into accessibility and use of media by specific ethnic minorities and other under-represented groups. For example, research articles show how social media provides minorities including blacks and Hispanics have a greater tendency to connect to family and friends when they may be separated by distance. Furthermore, individuals with disabilities may find it more convenient and safer to communicate via an online forum than by phone or in person. Contemporary and historical research has explored, in depth, the portrayals of women and minorities in television and film.</p> <p>The non-textbook reading is authored by Sherry Turkle, who is considered a leading author and expert on how devices are redefining human connection. Her TED Talk, which will be used in class, has had almost four million views.</p>
<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>Two text books, <u>The Information Diet: A Case for Conscious Consumption</u> (Johnson, 2012) and <u>Media Consumption and Public Engagement: Beyond Presumption of Attention</u> (Coudry &amp; Livingstone, 2016) will be used in part throughout the course.</p> <p>Additionally, the non-textbook reading, <u>Alone Together: Why we expect more from technology and less from each other</u> (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.</p> <p>Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. <u>Alone Together</u> is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.</p> <p>Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:</p> <p>Coyne (2014) Media Time = Family Time: Positive Media Use in Families</p> <p>Kiousis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age</p> <p>Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder</p> <p>Mazurek (2013) Social Media use among adults with autism spectrum disorders</p> <p>Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine</p> <p>Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.</p> <p>McLeod (2017) Thinking About the Media: A review of theory and research on media perceptions, and their consequences.</p> <p>For this example we have chosen <u>Alone Together: Why we expect more from technology and less from each other</u> (Turkle, 2011). This selection has a dual purpose. Sherry Turkle is a leading writer and researcher on how media consumption has impacted the lives of users and is also an acclaimed speaker on the topic with a national TED talk on the same topic with nearly 4 million views. That video along with several others on this topic will be used throughout the course.</p> <p>Various popular media and academic publications publish on this topic on a consistent basis. Data from The Pew Research Center will be accessed to discuss with students how their demographic is using current mass media.</p>

## Teacher Education Section

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

<p><b>If Completing this Section,</b></p>	
<p><b>Check the Box to the Right:</b></p>	
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</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> <p style="text-align: center;"><b>File    Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

<b>For Deans Review</b>
<p>Are Resources Available/Sufficient for this Course?</p> <p>YES</p>
<p>Is the Proposal Congruent with the College Mission?</p> <p>YES</p>
<p>Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?</p> <p>N/A</p>
<p>Comments:</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>