

# COMM 315 Persuasive Media Writing-NewCrs-2017-01-27

- 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-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

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

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*\*Indicates a required field*

<b>Proposer*</b>	B. Gail Wilson	<b>Proposer Email*</b>	B. Gail Wilson
<b>Contact Person*</b>	B. Gail Wilson	<b>Contact Email*</b>	bgwilson@iup.edu
<b>Proposing Department/Unit*</b>	Communications Media	<b>Contact Phone*</b>	7243573210

<b>(A) Course Prefix*</b>	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> COMM
<b>(B) Course Number*</b>	<i>If Dual Listed, enter both course numbers</i> 315
<b>(C) Course Title*</b>	Persuasive Media Writing
<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>	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<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>	<b>COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better)</b>
<b>(K) Co-requisite(s)</b>	<i>This means that another course must be taken in the same semester as the proposed course</i>
<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>YES</p> <p>Number (Enter Zero if No):25</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>This course is being proposed as writing intensive and follows the recommended capacity from the Liberal Studies guidelines.</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>Introduces concepts of writing persuasive announcements, such as commercials and promotional messages, and other content for digital media. Analyzes persuasive media announcements, and incorporates writing with the use of evidence, emotion and reasoning to reach audiences. Aids in understanding how to create media messages that influence audience attitudes and behaviors.</p>

<p><b>(O) Student Learning Outcomes*</b></p>	<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>At the conclusion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify characteristics of media audiences through audience analysis (accomplished via course readings, lectures, quizzes, tests and audience analysis assignments)</li> <li>b. Develop a persuasive writing strategy that can be used effectively in written and oral communication (accomplished via writing and presentation assignments)</li> <li>c. Understand and utilize appropriate media writing formats (accomplished via course readings, lectures and writing assignments)</li> <li>d. Design messages to persuade audiences within specific demographic groups (accomplished via writing and presentation assignments)</li> <li>e. Design and present persuasive messages to an audience, online and on-air (accomplished via writing and presentation assignments)</li> <li>f. Understand the importance of developing a congruent message across media platforms (accomplished via final promotional campaign assignment)</li> </ol> <p>2. Common Learning Objectives for Writing-Across-the-Curriculum Courses</p> <ol style="list-style-type: none"> <li>a. effectively communicate in writing (accomplished via writing and presentation assignments)</li> <li>b. respond critically and analytically to materials and sources relevant to the course (accomplished via the research required to write the audience analysis components of the assignments)</li> <li>c. discuss/critique his or her own writing (accomplished via the draft assignment requirements for some writing assignments)</li> </ol>																																												
<p><b>(P) Brief Course Outline*</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<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> <table border="0"> <tr> <td style="vertical-align: top;">Week 1</td> <td>Understanding the nature of persuasive media writing</td> </tr> <tr> <td></td> <td>The goals of persuasive media writing</td> </tr> <tr> <td style="vertical-align: top;">Week 2</td> <td>Understanding and targeting media audiences</td> </tr> <tr> <td></td> <td>Demographics and psychographics</td> </tr> <tr> <td style="vertical-align: top;">Week 3</td> <td>Working with clients and understanding their needs</td> </tr> <tr> <td></td> <td>Working with non-profit organizations</td> </tr> <tr> <td></td> <td>Developing effective public service campaigns</td> </tr> <tr> <td style="vertical-align: top;">Week 4</td> <td>Using words wisely</td> </tr> <tr> <td></td> <td>The language of persuasion</td> </tr> <tr> <td></td> <td>How we talk vs. how we write</td> </tr> <tr> <td></td> <td>Writing to be heard vs. writing to be read</td> </tr> <tr> <td style="vertical-align: top;">Week 5</td> <td>Analyzing persuasive media</td> </tr> <tr> <td></td> <td>Radio and Television script formats</td> </tr> <tr> <td style="vertical-align: top;">Week 6</td> <td>Writing Radio &amp; Television Commercials</td> </tr> <tr> <td style="vertical-align: top;">Week 7</td> <td>Television and Radio Promotion</td> </tr> <tr> <td style="vertical-align: top;">Week 8</td> <td>Mid-term test</td> </tr> <tr> <td></td> <td>Writing Persuasive Presentations</td> </tr> <tr> <td style="vertical-align: top;">Week 9</td> <td>In-class presentations</td> </tr> <tr> <td style="vertical-align: top;">Week 10</td> <td>Writing for online and social media</td> </tr> <tr> <td style="vertical-align: top;">Week 11</td> <td>Book Discussion: Brainfluence</td> </tr> <tr> <td style="vertical-align: top;">Week 12</td> <td>The consistency of the message</td> </tr> <tr> <td style="vertical-align: top;">Week 13</td> <td>Writing Public Service Announcements</td> </tr> </table>	Week 1	Understanding the nature of persuasive media writing		The goals of persuasive media writing	Week 2	Understanding and targeting media audiences		Demographics and psychographics	Week 3	Working with clients and understanding their needs		Working with non-profit organizations		Developing effective public service campaigns	Week 4	Using words wisely		The language of persuasion		How we talk vs. how we write		Writing to be heard vs. writing to be read	Week 5	Analyzing persuasive media		Radio and Television script formats	Week 6	Writing Radio & Television Commercials	Week 7	Television and Radio Promotion	Week 8	Mid-term test		Writing Persuasive Presentations	Week 9	In-class presentations	Week 10	Writing for online and social media	Week 11	Book Discussion: Brainfluence	Week 12	The consistency of the message	Week 13	Writing Public Service Announcements
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Week 14 Presentation of Promotional Campaigns

Final Exam as Scheduled

#### IV. Evaluation Methods:

**Assignment #1: *Client and audience analysis*** – in preparation for assignments 2 and 3, students will write a client and audience analysis paper, detailing the needs of the client and the target audience for the series of announcements detailed in the following assignments. Students will write two of these, one for the public service client and one for the commercial client.

- Students will be required to submit drafts of selected assignments, revise and resubmit after receiving instructor feedback. At least one of the assignments 2, 3, or 4 will include the submission of required drafts. Assignment 5 will also include the submission of a draft.

**Assignment #2: *Public Service Announcements*** – students will select, with the approval of the instructor, a local non-profit organization and will write three radio and three television public service announcements for that organization.

**Assignment #3: *Commercials*** – students will select, with the approval of the instructor, a local business and will write three radio and three television commercials for that business.

**Assignment #4: *On-air promotions*** – students will be given access to video samples of television shows and audio samples of radio programs or stations for which they will write on-air promos, three television and three radio.

**Assignment #5: *Persuasive presentation*** – students will select a persuasive topic on an issue of social significance, with the approval of the instructor for which they will write and deliver a persuasive presentation. The presentation part of the assignment will include no presentation media; simply the student delivering the presentation. These presentations will be video recorded.

**Assignment #6: *Promotional Media Campaign*** – students will select an organization, commercial or non-profit, with the approval of the instructor, for which they will develop and write a promotional campaign to include the use of multiple delivery systems and multiple forms of media, including both online, radio and television. The project will also include a client analysis and audience analysis. This project may be completed as an individual endeavor or in teams of two students. Each student or team of students will present their promotional campaign, as if presenting it to the organization for which they have developed the campaign.

**Readings:** Chapters from the course textbook will be assigned for readings as they correspond with the course content. One week of class time will be devoted to discussion of the non-textbook reading. Students will be provided study questions for each class and will be required to have written responses to these questions as well as participate in the class discussion.

**Quiz:** One quiz will be given at the conclusion of the book discussion for the non-textbook reading.

**Tests:** Two tests will be given during the semester, one at mid-term and one final exam. These tests will include multiple choice, short answer and short essay questions. Tests will cover content from the class lectures, required textbook and other assigned readings. The final exam will be comprehensive in nature.

#### Rationale for Proposal

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

This course is proposed to augment our writing intensive options in Communications Media, particularly for students in our new Media Marketing track. At present, we do not have an approved W course that works effectively in this track.

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

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

This course is proposed to augment our writing intensive options in Communications Media, particularly for students in our new Media Marketing track.

<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p> <p>If approved, this course will fulfill the W requirement for Communications Media majors.</p>
<p><b>(T) Is a Similar Class Offered in Other Departments?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p> <p>This is a discipline specific course, focusing on persuasive writing for electronic media. It is intended for Communications Media majors and minors.</p>
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Course Designed for Majors</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?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>The course will have no impact on other departments. It is intended for Communications Media majors and to some degree, Communications Media minors.</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>	<p style="text-align: center;"><b>File      Modified</b></p> <hr style="width: 15%; margin: auto;"/>
<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>The course will be rotated into our schedule as needed.</p>

## 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> distance-education
<b>Course Prefix /Number</b>	COMM
<b>Course Title</b>	315
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i> online

<p><b>Brief Course Outline</b></p>	<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> <p>Week 1      Understanding the nature of persuasive media writing</p> <p>                  The goals of persuasive media writing</p> <p>Week 2      Understanding and targeting media audiences</p> <p>                  Demographics and psychographics</p> <p>Week 3      Working with clients and understanding their needs</p> <p>                  Working with non-profit organizations</p> <p>                  Developing effective public service campaigns</p> <p>Week 4      Using words wisely</p> <p>                  The language of persuasion</p> <p>                  How we talk vs. how we write</p> <p>                  Writing to be heard vs. writing to be read</p> <p>Week 5      Analyzing persuasive media</p> <p>                  Radio and Television script formats</p> <p>Week 6      Writing Radio &amp; Television Commercials</p> <p>Week 7      Television and Radio Promotion</p> <p>Week 8      Mid-term test</p> <p>                  Writing Persuasive Presentations</p> <p>Week 9      In-class presentations</p> <p>Week 10     Writing for online and social media</p> <p>Week 11     Book Discussion: Brainfluence</p> <p>Week 12     The consistency of the message</p> <p>Week 13     Writing Public Service Announcements</p> <p>Week 14     Presentation of Promotional Campaigns</p> <p>Final Exam as Scheduled</p>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>Faculty in the Department of Communications Media are all capable of teaching online courses. Without exception, each person is technically adept as well and comfortable with the course content. Any member of our department is qualified to teach this course, in person or online.</p>

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<ol style="list-style-type: none"> <li>1. Understand media audiences Course textbook readings, online lectures and discussion boards</li> <li>2. Develop a persuasive writing strategy that can be used effectively in written and oral communication Assignments throughout the course can be delivered electronically for instructor review and feedback</li> <li>3. Develop effective persuasive media writing skills using appropriate script formats Instructions and script format examples can be provided online and assignments can be submitted electronically for evaluation</li> <li>4. Design messages to persuade audiences within specific demographic groups Assignments throughout the course can be delivered electronically for instructor review and feedback</li> <li>5. Design and present persuasive messages to an audience, online and on-air Students will record their persuasive messages and upload those to an online media platform (YouTube, itube, etc.)</li> <li>6. Develop a consistent message across media platforms Evaluation of assignments, course readings and instructor feedback.</li> </ol> <p>Common Learning Objectives for Writing-Across-the-Curriculum Courses</p> <ol style="list-style-type: none"> <li>1. effectively communicate in writing Student work will be evaluated with feedback after being submitted electronically</li> <li>2. respond critically and analytically to materials and sources relevant to the course Faculty evaluation of online assignment submissions will provide feedback as to the research and sources used for compiling the audience analysis and other written assignments</li> <li>3. discuss/critique his or her own writing Students will submit drafts of some assignments for feedback and will respond to faculty comments and suggestions. This can be accomplished via email or virtual conferences.</li> </ol>
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<ol style="list-style-type: none"> <li>1. During the period of instruction, the instructor will have regular online office hours for the purpose of answering questions. Online office hours refer to the professor being available to answer emails immediately after sent.</li> <li>2. Additionally, discussion can be fostered by using the Discussions function of D2L. In this function, a professor can post a New Topic for discussion and students can post their thoughts under the prompt by the professor. This can foster both instructor-student and student-student discussion.</li> <li>3. Other electronic communication devices such as Skype and Facetime can be used for faculty and student discussion and conferences.</li> </ol>



<p><b>How will student achievement be evaluated?</b></p>	<p>Assignments for the online offering of this course will be no different than the face-to-face course. Students will submit their written work electronically and will record and upload their persuasive presentations and final promotional campaign presentation. The organizations used for these assignments can be local to the student's geographic area. It is anticipated that the final project will be more of an individual endeavor than in groups of two for the online course.</p> <p>The book discussion can be a virtual discussion with discussion questions posted for written feedback. Faculty may also elect to have synchronous discussion sessions scheduled at various times when small groups of students are able to participate.</p> <p><b>Evaluation Methods:</b></p> <p><b>Assignment #1: <i>Client and audience analysis</i></b> – in preparation for assignments 2 and 3, students will write a client and audience analysis paper, detailing the needs of the client and the target audience for the series of announcements detailed in the following assignments. Students will write two of these, one for the public service client and one for the commercial client.</p> <p><b>Assignment #2: <i>Public Service Announcements</i></b> – students will select, with the approval of the instructor, a local non-profit organization and will write three radio and three television public service announcements for that organization.</p> <p><b>Assignment #3: <i>Commercials</i></b> – students will select, with the approval of the instructor, a local business and will write three radio and three television commercials for that business.</p> <p><b>Assignment #4: <i>On-air promotions</i></b> – students will be given access to video samples of television shows and audio samples of radio programs or stations for which they will write on-air promos, three television and three radio.</p> <p><b>Assignment #5: <i>Persuasive presentation</i></b> – students will select a persuasive topic on an issue of social significance, with the approval of the instructor for which they will write and deliver a persuasive presentation. The presentation part of the assignment will include no presentation media; simply the student delivering the presentation. These presentations will be video recorded.</p> <p><b>Assignment #6: <i>Promotional Media Campaign</i></b> – students will select an organization, commercial or non-profit, with the approval of the instructor, for which they will develop and write a promotional campaign to include the use of multiple delivery systems and multiple forms of media, including both online, radio and television. The project will also include a client analysis and audience analysis. This project may be completed as an individual endeavor or in teams of two students. Each student or team of students will present their promotional campaign, as if presenting it to the organization for which they have developed the campaign.</p> <p><b>Readings:</b> Chapters from the course textbook will be assigned for readings as they correspond with the course content. One week of class time will be devoted to discussion of the non-textbook reading. Students will be provided study questions for each class and will be required to have written responses to these questions as well as participate in the class discussion.</p> <p><b>Quiz:</b> One quiz will be given at the conclusion of the book discussion for the non-textbook reading.</p> <p><b>Tests:</b> Two tests will be given during the semester, one at mid-term and one final exam. These tests will include multiple choice, short answer and short essay questions. Tests will cover content from the class lectures, required textbook and other assigned readings. The final exam will be comprehensive in nature.</p>
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<ol style="list-style-type: none"> <li>1. Academic honesty for assignments should not be an issue. The assignments are unique and not easily duplicated.</li> <li>2. Tests will cover the course content as well as the textbook readings. As there is no way to police the use of notes or the textbook while students are taking these quizzes, no restrictions will be made in this regard. The quiz functions of D2L will be utilized to randomize questions, to restrict navigation once the quiz has started and to set time limits for taking quizzes.</li> </ol>

## Liberal Studies Section

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

<p><b>If Completing this Section,</b> <b>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 Liberal Studies</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>	
	writing_intensive
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<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><b>Informed Learners</b></p> <ul style="list-style-type: none"> <li>the interrelationships within and across disciplines Communications and media are nearly always interdisciplinary endeavors. Writers in media are rarely writing ABOUT media, but writing for clients and consumers. Social psychology, marketing, English, and advertising are some of the areas touched upon in a course such as this. Students must understand how audiences think and react to words and images.</li> </ul> <p><b>Empowered Learners</b></p> <ul style="list-style-type: none"> <li>effective oral and written communication abilities Course assignments focus on improving writing and communication skills in the area of persuasion</li> <li>ease with textual, visual and electronically-mediated literacies Students will be required to determine how words and images work together to create the media message they desire.</li> <li>information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources Students will be exposed to researching and analyzing information to determine accuracy and applicability to their writing assignments.</li> <li>critical thinking skills, including analysis, application and evaluation Students will find it necessary to review research and determine its veracity for use in their writing and presentation assignments. This will require the use of multiple sources, not simply sources that support their point of view on an issue. They will find it necessary to apply that understanding to appropriately written media messages that persuade but do not deceive or misinform audiences.</li> <li>the ability to transform information into knowledge and knowledge into judgment and action The emphasis of the writing is to have students create work that calls an audience to "action." Commercials, media promotion and public service campaigns are all designed to prompt audience to "do something"</li> <li>reflective thinking and the ability to synthesize information and ideas To effectively write a 30 second radio or television message, students will be required to distill larger amounts of information into one short, coherent message.</li> </ul> <p><b>Responsible Learners</b></p> <ul style="list-style-type: none"> <li>concern for social justice The public service announcement and persuasive presentation assignments will speak to this objective. Public service campaigns generally focus on issues of community and social concern, exposing the need for support or action on the part of the audience.</li> <li>civic engagement While, not a large component of the class, by researching social issues for the persuasive presentation and researching public service organizations for the PSA assignment, students will gain a better understanding of community issues.</li> <li>intellectual honesty In any type of media writing, students must devise unique ways to express ideas. It is necessary to avoid copying any previous ideas. Students will be informed of the responsibility they have as writers, not to copy the words of others without appropriate credit.</li> </ul>
<b>Description of the Required Content for this Category</b>	<p><i>Narrative on how the course will address the Selected Category Content</i></p> <p>This course meets all the components of the "required course content" for writing intensive approval. Assignments are designed to help students improve their writing skills in a specific area of media writing. The lectures, readings and assignment instructions address both the process and product of this type of writing. Shorter writing assignments will include required draft submissions that will be reviewed by the instructor and discussed with the student prior to the submission of the final papers. The final promotional campaign instructions will include detailed procedures and deadlines for identifying a client, conducting research, writing components and submitting the final paper and oral presentation.</p> <p>The writing assignments in this course will equal 50-60 pages and will account for approximately 70 percent of the student's grade.</p>

**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 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>The primary text for the course is written by two women authors. These authors have backgrounds in rhetoric, gaming, technology, cross-cultural rhetoric and global learning. Throughout the text, the authors provide examples of women writers and media producers. Media examples shown throughout the book include representations of women, global cultures and minorities as appropriate to the content. Additionally, examples of student work shown and explained in the book appropriately includes examples produced by women, international and minority students. In reading this text, students are exposed to a variety of perspectives about persuasive messages (positive and negative) and how those messages impact different audiences.</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>Several books on the social psychology of persuasion are available. Possibilities for non-textbook readings include:</p> <p>Captivology: The Science of Capturing People's Attention</p> <p>Fascinate: How to Make your Brand Impossible to Resist</p> <p>Brainfluence: 100 Ways to Persuade and Convince Consumers with Neuromarketing</p> <p>Contagious: Why Things Catch on</p> <p>The non-textbook reading chosen for this initial syllabus is Brainfluence (2015). The interdisciplinary nature of the book, studying how the mind of the consumer reacts to words and images and how that reaction impacts decision-making makes it an appropriate supplement to this course. The book also includes ideas for non-profit and small business promotion, which are components of the course assignments.</p> <p>One week of the course schedule is dedicated to discussion of the non-textbook reading. Students will be given discussion questions for each class and a culminating quiz will be used to encourage reading. The online offering of this course can accomplish this same assignment with discussion boards and synchronous discussion sessions scheduled during the time of the course offering.</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, 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>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><b>File</b>    <b>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>

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>