

COMM 325 Women in Media-CrsRvs-2018-12-27

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

Form Information

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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

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**Indicates a required field*

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

Course Level*	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:	Category B:
catalog_desc_change	course_revision distance-education liberal-studies <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)
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<p>(A) Why is the course being revised /deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>Currently, the class focuses on women in media. It covers analysis of representations of women in media and women's contributions in media development. Along with the development of media content that allows diversity of media content in different formats, it is necessary to cover not only women but also different gender roles. The course title, course description, course outline and objectives are revised to reflect new content that extends the discussion to exploration of different gender roles.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This class encourages critical thinking about media representations and the impact of those representations to our viewpoints and relationships. Discussion on media representation today cannot be separated from discussion of representation of other gender roles, such as the LGBTQ community. It is important that this class covers a larger discussion that covers not only women but also men and LGBTQ communities.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>This class will have an impact toward Women's and Gender Studies. The class is currently listed as one of the required courses for this minor.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	COMM
Proposed Prefix	
(E) Current Number*	325
Proposed Number	325
(F) Current Course Title*	Women in Media
Proposed Course Title	Gender in Media
(G) Prerequisite(s)	None
Proposed Prerequisite(s)	
(H) Current Catalog Description	An overview of women in media (including television, film, radio, the Internet, etc.) and the historical development, along with social context that influence women's involvement in the media, both nationally and internationally. Analyzes topics related to media effect theories and portrayal of women in media that influence some of the issues women face in their gender roles. Also identifies key women in media from the past and present and their contributions to the field.

Proposed Catalog Description	Provides an overview and analysis of gender portrayal and representation in media. Analyzes topics related to media effects theories that affect identity perception and relationships with others. Examines the historical development and cultural influence on gendered communication as well as the social contexts that influence gender perception.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3.0 Lab Hours:0 Credits:3.0
Proposed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course Student Learning Outcomes (SLOs)	Upon successful completion of the course, students will be able to: <ol style="list-style-type: none"> 1. Explain the historical and social context behind the women's movement in the US and other countries as a context to understand women's contribution to media and the portrayal of women in media. 2. Analyze communications media strategies used in each feminist movement. 3. Discuss women's issues in other countries that have been raised through women's movements in those countries and their use of media in their movement. 4. Contrast the differences between female icons in the media field from the past and present 5. Analyze portrayal of women in US media and other countries.

<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	By the end of the course, student will be able to do the following:		
	SLO#	Outcome	How outcome is assessed
	1	Explain the historical and social contexts that influence gender perception.	Students will engage in textbook readings, listen to lectures, complete reading assignments, exams and complete a short paper that asks them to think critically about the historical and social contexts of gender.
	2	Examine gender issues in the US and other countries.	Students will analyze case studies based on weekly homework on current events related to gender issues that happened in the US and around the world. In addition, they will work in groups in analyzing gender studies and gender portrayal in media in particular countries and present the findings to the class.
	3	Evaluate media effects and communication theories related to gender issues.	Students will analyze media effects theories, complete exams and write papers analyzing certain gender and media theories.
4	Analyze gender portrayal and representation in the US media and other countries.	Students will watch, analyze and write film reviews. The films will be documentary films such as Misrepresentation or Jane Fonda in Five Acts (available in Netflix). Students will also write a research paper on a topic related to gender and media.	

(M) Previous Brief Course Outline

(It is acceptable to copy from old syllabus)

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. Understanding women's issues through history & theories

Week 1 - Course Overview and Requirements

- Topic: Introduction to women in media
- Reading: Introduction, & Chapter 1

Week 2 – Understanding women's issues through history & theories

- Focus question I
- Reading Chapter 2

Week 3 - Understanding women's issues through history

- Feminism & women's movement in the US and around the world
- Focus question II
- Reading: Chapter 3

Week 4 - Men's movement & Anti feminism

- Reading: Chapter 4
- Focus question III
- Paper 1

II. Women, media & communication

Week 5 Non-verbal communication

- Reading chapter 5 & 6
- Focus Question IV
- Exam 1

Week 6 - Verbal communication

- Chapter 7 & 8
- Focus Question V

Week 7 — History of US media & Deregulation and its impact to women and minority media

- Reading chapter 11
- Focus Question VI

Week 8 Media & Portrayal of women in Film

- Reading: TBA
- Group Presentation

Week 9 - Portrayal of women in TV

- Media Effect Theories
- Presentation Group

Week 10- Portrayal of women in music

- Reading: TBA
- Group Presentation
- Exam 2

Week 11 - Portrayal of women in advertisement

- Group Presentation

Week 12 – Women in sports and video games

- Reading in D2L
- Due: Paper 2 :Media portrayal of ... (female athletes, etc).
- Group Presentation

III. Women Contribution to Media

Week 13 - Education and Job Opportunities

- Women and Journalism (national and international news media)
- Women & leadership
- Reading: Wood, Chapter 10
- Focus question VII
- Media theories: Framing and Agenda Setting theory

Week 14 - Women, feminism, media & social change

* Overview of international organizations and their roles in women development

- Reading chapter 12
- Reading: in D2L
- Group Presentation
- Paper 3

Week 15: Final exam: Exam 3

(N) Brief Course Outline

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.

(Give sufficient detail to communicate the

content to faculty across campus.

It is not necessary to include specific

readings, calendar or assignments)

I. Understanding gender issues through history & theories

Week 1 - Course Overview and Requirements

- Topic: Understanding gender
- Reading: Introduction & Chapter 1

Week 2– Understanding gender theories

- Focus question I
- Reading Chapter 2

Week 3 - Understanding gender issues through history

- Feminism & women's movement in the US and around the world
- Focus question II
- Reading: Chapter 3

Week 4 - Men's movement & Anti feminism

- Reading: Chapter 4
- Focus question III
- Paper 1

II. Gendered communication

Week 5 Gendered communication- Non-verbal communication

- Reading chapter 5&6
- Focus Question IV
- Exam 1

Week 6 Gendered communication

- Verbal communication
- Chapter 7 & 8
- Focus Question V

Week 7 — Gendered media

- History of US media & deregulation and its impact on women and minority media
- Reading chapter 11
- Focus Question VI

Week 8 Gender Portrayal in Film

- Reading: TBA
- Group Presentation

Week 9 Gender Portrayal in Television

- Media Effect Theories
- Group Presentation

Week 10 Gender Portrayal in music

- Reading: TBA
- Group Presentation 7 & 9 (music, magazine)
- Exam 2

Week 11 Gender Portrayal in advertisement

- Group Presentation

Week 12 - Gender portrayal in sports and video games

- Reading in D2L
- Paper 2 :Media portrayal of ... (female athletes, etc).
- Group Presentation

III. Contribution to Media

Week 13 - Gendered Education and Job Opportunities

- Women and News (national and international news media)
- Gender & leadership
- Reading: Wood, Chapter 10
- Focus question VII
- Media theories: Framing and Agenda Setting theory

Week 14 - Gender, media & social change

* Overview of international organizations and their roles

- Reading chapter 12
- Group Presentation
- Due: Paper 3

Week 15 - Final exam: Exam 3

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix /Number</p>	<p>COMM 325</p>
<p>Course Title</p>	<p>Gender in Media</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</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>I. Understanding gender issues through history & theories</p> <p>Week 1 - Course Overview and Requirements</p> <ul style="list-style-type: none"> • Topic: Understanding gender • Reading: Introduction, & Chapter 1 <p>Week 2– Understanding gender theories</p> <ul style="list-style-type: none"> • Focus question I • Reading Chapter 2 <p>Week 3 - Understanding gender issues through history</p> <ul style="list-style-type: none"> • Feminism & women's movement in the US and around the world • Focus question II • Reading: Chapter 3 <p>Week 4 - Men's movement & Anti feminism</p> <ul style="list-style-type: none"> • Reading: Chapter 4 • Focus question III • Paper 1 <p>II. Gendered communication</p> <p>Week 5 Gendered communication- Non-verbal communication</p> <ul style="list-style-type: none"> • Reading chapter 5&6 • Focus Question IV • Exam 1 <p>Week 6 Gendered communication</p> <ul style="list-style-type: none"> • Verbal communication • Chapter 7 & 8 • Focus Question V <p>Week 7 — Gendered media</p> <ul style="list-style-type: none"> • History of US media & deregulation and its impact on women and minority media • Reading chapter 11 • Focus Question VI <p>Week 8 Gender Portrayal in Film</p> <ul style="list-style-type: none"> • Reading: TBA • Group Presentation <p>Week 9 Gender Portrayal in Television</p> <ul style="list-style-type: none"> • Media Effect Theories • Group Presentation

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- Reading: TBA
- Group Presentation 7 & 9 (music, magazine)
- Exam 2

Week 11 Gender Portrayal in advertisement

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- Women and News (national and international news media)
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- Focus question VII
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Week 14 - Gender, media & social change

* Overview of international organizations and their roles

- Reading chapter 12
- Group Presentation
- Due: Paper 3

Week 15 - Final exam: Exam 3

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?

<p>For each outcome in the course, describe</p> <p>how the outcome will be achieved using</p> <p>Distance Education technologies.</p>	By the end of the course, student will be able to do the following:		
	SLO#	Outcome	How outcome is assessed
	1	Explain the historical and social contexts that influence gender perception nationally and internationally.	Reading assignment (Focus question) Online weekly exam Paper 1
	2	Examine gender issues in the US and other countries.	Online discussions (based on current events) Online weekly exam Paper 2
	3	Evaluate media effects and communication theories related to gender issues.	Reading assignments Online exam online discussion
4	Analyze gender portrayal and representation in the US media and other countries.	Film review Paper 3	
<p>How will the instructor-student and student-student interaction take place?</p> <p>(if applicable)</p>	Online discussion assignment is a space that allows instructors and participants to communicate. Each student must submit responses to reading assignments related to current events. In addition, students are required to comment other students' opinions as well.		
<p>How will student achievement be evaluated?</p>	Students achievement will be evaluated based on their success in online exams, their weekly online discussion as well as papers.		
<p>How will academic honesty for tests and assignments be addressed?</p>	The first page of the online exam will show expectations for academic honesty.		

Liberal Studies Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p> <p>liberal-studies</p>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i> global_citizenship, information_literacy																																				
Expected Undergraduate Student	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>																																				
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Map the Course Outcome to the EUSLO's																																					
	<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"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td>1, 2</td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td>2</td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td>1, 2, 4</td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td>2</td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td>3, 4</td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td>3, 4</td> </tr> <tr> <td> <ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas </td> <td>3, 4</td> </tr> <tr> <th>Responsible Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> intellectual honesty </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	1, 2	<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	2	<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	1, 2, 4	<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 	2	<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 		<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	3, 4	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 		<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 		<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	3, 4	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	3, 4	Responsible Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> intellectual honesty 	
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	<ul style="list-style-type: none"> concern for social justice 	1,2, 4
	<ul style="list-style-type: none"> civic engagement 	1, 2, 3
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	1, 2,
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	1, 2, 3

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	SLO#	Outcome
		How outcome is assessed
	1	Explain the historical and social contexts that influence gender perception.
	2	Examine gender issues in the US and other countries.
3	Evaluate media effects and communication theories related to gender issues.	
4	Analyze gender portrayal and representation in the US media and other countries.	

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


Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	<p>The Informed Learners Outcome is met through this course as it challenges students to understand the historical and social contexts of gender movements. Students will learn and compare history of women's, men, and LGBT movements in the US and other countries. The discussion will help students better recognize similarities and differences of women, men and LGBT communities' efforts in achieving equality. Students will search and evaluate sources related to successful women in media. In their analysis, they need to explain how a media icon climbed to success, how media institutions treat women in the media workforce and how media icons are portrayed in media. By creating a profile report, students will understand how women have contributed to the media and society.</p> <p>The Empowered Learners Outcome is met as apart of global citizenship in Liberal Studies elective because students will create an awareness of the issue of social justice that women and minorities around the world have faced. Students will read weekly assignments that include information on current events. The awareness will empower them not only about their own identities but also an encouragement on how to use this awareness to empower themselves and others.</p> <p>The Responsible Learners outcome is met as students will be engaged in critical thinking on the contributions women, men, and LGBT communities have made in media and media development. This critical thinking will help students reflect on their culture and identities as well as differences with others.</p>
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>Wood, Julia (2018). <i>Gendered Lives: Communication, Gender, & Culture</i>. 13th edition. Boston: Cengage Learning.</p> <p>Adichie, Chimamanda Ngozi (2014). <i>Americanah</i>. New York: Random House.</p>

Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p>File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</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>