Contact Name: Vince Benigni      Email: benignv@cofc.edu      Phone: x7019

Department Name: Communication      Graduate Program name: MCOM

Course Prefix, Number, and Title: COMM 580  Seminar in Communication (presently titled in Seminar in Organizational Communication)

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
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</thead>
<tbody>
<tr>
<td>□ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
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<td></td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
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□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2012

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

September 2011
List prerequisites and / or other restrictions below

None

Will this course be added to the Degree Requirements?

a) □ Yes   x □ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

Is this course repeatable? □ yes □ no If so, how many credit hours may the student earn in this course? No limit

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This course offers graduate students advanced understanding of theory and research in special topics areas.

(Please note: We removed the second sentence in the current catalog that mentions organizational communication and public relations; hence, the proposed course title change to reflect the course more accurately)
IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

This course (and to some measure, the master’s program) was designed to meet the needs of community professionals as a primary audience. In reality, our 580 seminar/special-topics courses do not reflect organizational communication; instead, they are extension of our more holistic mission of building scholars with an array of subjects and corresponding critical thinking skills that may not be discipline-specific.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

none

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

none
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Date: 2-26-12

Signature of Department Chair:

Date: 2/28/12

Signature of Additional Chair*:

Date: 

Signature of Schools' Dean:

Date: 2/28/12

Signature of Additional Schools' Dean*:

Date: 

Signature of the Provost:

Date: 2/28/12

Signature of Budget Director/Business Affairs Office:

Date: 3-8-12

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Date: 3/16/2012

Signature of Chair of the Graduate Council:

Date: 3/16/12

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
COMM 580: Entertainment, Sports and Pop Culture; May Evening 2010

Professor: Dr. Vince Benigni
Office: 7 College Way, Dept. of Communication, Room 206
Office Hours: (campus) – TBD; before class at LGC Monday/Wednesday
Office Phone: 843-953-7019           Cell Phone: 843-367-1596

Course Materials: There are two required texts for the course, the Entertainment and Society (2nd ed./Sayre and King) and Olympic Media (Billings) books. You will be periodically assigned articles that I will copy for you, or send via channels such as email or WebCT. You will be responsible for making copies for the class members and professor(s) on the day that you “present” your article/outline.

Readings: Aside from readings marked on the syllabus, there will be other assigned articles/chapters announced in advance. For most class periods, three students will be responsible for readings and brief presentations (process will be explained in a class handout). At the beginning of class, “assigned” students will be responsible for leading discussion about journal articles and related theories. Expectations for discussion leaders will be articulated in the first week or so. Please note that the majority of readings will be handed out or assigned in class.

Individual Assignments/Expectations:

You will have a semester-long project that will be graded in two equal increments. By term’s end, you will write a significant proposal for an essay that would eventually be conference or journal-worthy. The first component (once you’ve chosen an essay theme to write about) will likely be a literature review and a references list in alpha order (by author’s last name) in APA style, along with an in-depth summary of why you chose these articles/scholars from a theoretical and practical perspective. There should be some “headers/sections” within that lit review that denote specific themes based on previous literature. The second component is a detailed summary of how you would craft your essay. How do you connect your theoretical underpinnings and literature to your arguments? What makes your essay valid and possibly groundbreaking? What are directions for future scholarship? In what conferences and journals would you submit this to and why? These components will be explained in more detail in a class handout, depending on progress of course initiatives.

*Each student will also be responsible for leading two “theory/article” discussions. In most class periods, there will be three discussants (note that the
remaining students are not required to read each article, and that you will be responsible for finding your articles). The student must prepare a two-page, single-spaced annotated summary outline, and make copies for the class. One page should generally summarize the focus and implications of the article, and the other page should discuss the theoretical and social impact of the article as it deals with a major “current event” that is in the news.

You should “prepare” an informal (please don’t read from your outline) but substantive five-minute presentation on your discussant day. Please stick to the five-minute window. Note that we will have “class” discussions following your presentation, and you should be ready and able to answer questions from me and/or your classmates. You will be graded for the “combination” of presentation and quality of outline/paper.

Point values for assignments:

200 points discussion/outlines (twice at 100 points each)
400 points for first component (literature review and themes/theories)
400 points for second component (essay summary and future directions)

Grading scale: 900-1000 = A
870-899 = B+
800-869 = B
770-799 = C+
700-769 = C
Below 700 = F

Make-up policy: In general, you will not be allowed to make up missed assignments. If you run into a conflict, you must notify the professor several days before your assignment/discussion, with written documentation/excuse of why you are unable to perform the assignment.

Guest Speakers: We will have several prominent guest speakers, ranging from research/academic gurus to entertainment/sports leaders. Speakers probably will be on hand for about half of the class period. On one or two occasions, the speaker will be on hand for a student/faculty “brown bag” roundtable.

Please note: On days where there is no speaker, we will likely view video (or clips) regarding the topic area(s) that we will discuss during class.
Course Schedule (tentative): This is an approximate course schedule; student presentations will occur on a regular basis. This syllabus is subject to change.

May

10

Course scope/syllabus; Structure of journal articles (literature, methodology and RQs, conclusion); Entertainment and Society chapters 1-3 discussion (Entertainment Everything, Convergence Culture, Understanding Entertainment Audiences); For 5/12: E&S chapters 4-6 (Drama and Storytelling, Entertainment Effects, The Attention Economy); several articles/handouts from class

12

E&S chapters 4-6 discussion and class handouts discussion; Video – The Flapper; For 5/17: Read articles (TBD) for Dr. Bryant’s visit

17

Speaker – Dr. Jennings Bryant, Dean Emeritus, University of Alabama; Faculty/Student Roundtable; First article reviews “assigned”: For 5/19: E&S chapters 7-9 (Branded Entertainment, Standards, Ethics in Infotainment Age); “Capitalist Monsters” excerpts (Annalee Newitz book)

19

Review of articles by three students; E&S chapters 7-9 discussion; Videos – Codes of Gender, What Black Men Think; For 5/24: E&S chapters 10-12 (Religion and Socialization, Ethnicity, Culture & Globalization, Sin City); King and related articles

24

Review of articles by three students; E&S chapters 10-12 discussion; Speaker – Dr. Cynthia King (text co-author), Cal-State Fullerton, via Skype; For 5/26: E&S chapters 13-15 (Advocacy in Entertainment, Media Entertainment, Live on our Stage); Chronicles

26

Review of articles by three students; Famous TV clips and Discussion (I Wanna Hold Your Hand, U.S. vs. John Lennon, etc.); For 6/7: E&S chapters 16-17 (Travel/etc., New Media and Futuretainment) and Lamb/sports myth-related articles and chapters

June
31/2  No classes; Meet with Dr. B. late that week

7  Essay Component 1 due; Review of articles by three students; Speaker – Dr. Chris Lamb, College of Charleston; For 6/9: Readings TBD

9  Review of articles by three students; Video – Sports & Society (Violence, Media); For 6/14: Read Olympic Media (Billings)

14  Speaker – Dr. Andrew Billings, Clemson University; Faculty/Student Roundtable; For 6/16: Readings TBD; Meet with Dr. B. sometime this week

16  Review of articles by three students; Video – Generation M; For 6/21: Readings TBD

21  Last Day of Class; Essay Component 2 due by 6/23