FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Vince Benigni  Email: benigniv@cofc.edu  Phone: 953-7019

Department Name: Communication  Graduate Program name: Master’s in Communication

Course Prefix, Number, and Title: COMM 520: Communication Campaigns

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE          CHANGE COURSE          DELETE COURSE

X New Course (attach syllabus*)

☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ 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: Spring 2014

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

TWO EXAMPLE SYLLABI ARE ATTACHED
List prerequisites and / or other restrictions below

There are no prerequisite courses or restrictions to this course.

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

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03</td>
<td></td>
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</tbody>
</table>

B. Credit Hours 03

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

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 class will introduce students to communication theory, research, and practice in relation to campaign development. The primary course objective is to provide a solid framework for critiquing and/or conducting communication campaigns including planning, implementation, and evaluation. The course may focus on the health, political or strategic communication processes.
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.

Upon completion of COMM 520, students will have met the following objectives:
1. Learn the basic principles and underlying theories of health, political, or strategic communication.
2. Understand and apply principles of audience segmentation and message design.
3. Develop advanced skills in applied formative research and its application to campaign decisions.
4. Identify appropriate campaign methods and channels to achieve specified objectives.
5. Develop advanced skills in summative research and its application to campaign evaluation.
6. Create a communication plan and/or critique existing plans that demonstrates knowledge confidence in the campaign planning process as well as context area.

In regard to the strategic plan, this course is intended to contribute to our outreach efforts in graduate education by offering a course that enhances professional abilities through academic investigation.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>1. Learn the basic principles and underlying theories of health, political, or strategic communication.</td>
<td>All students will be assessed using the following measures and are expected to receive a passing grade:</td>
</tr>
<tr>
<td></td>
<td>• Midterm exam</td>
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<td>• Final exam</td>
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<td>• Theoretical connections paper</td>
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<td></td>
<td>• Campaign Critiques</td>
</tr>
<tr>
<td>2. Understand and apply principles of audience segmentation and message design. - AND –</td>
<td>All students will be assessed using the following measures and are expected to receive a passing grade:</td>
</tr>
<tr>
<td></td>
<td>• Midterm exam</td>
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<td>• Final exam</td>
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<td></td>
<td>• Final project</td>
</tr>
<tr>
<td></td>
<td>• Campaign critiques</td>
</tr>
<tr>
<td>3. Develop advanced skills in applied formative research and its application to campaign decisions. -AND –</td>
<td>All students will be assessed using the following measures and are expected to receive a passing grade:</td>
</tr>
<tr>
<td></td>
<td>• Final campaign project</td>
</tr>
<tr>
<td></td>
<td>• Research briefs</td>
</tr>
<tr>
<td>4. Create a communication plan and/or critique existing plans that demonstrates knowledge confidence in the campaign planning process as well as context area.</td>
<td>All students will be assessed using the following measures and are expected to receive a passing grade:</td>
</tr>
<tr>
<td></td>
<td>• Campaign critiques</td>
</tr>
<tr>
<td></td>
<td>• Final campaign project</td>
</tr>
</tbody>
</table>

September 2011
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?

The MCOM program is in the midst of analyzing program outcomes/objectives in the aftermath of the outside reviewer visit from last spring. The addition of more media-centric courses that blend theory and practice were cited among department faculty as a priority to strengthen the elective offerings in the program.

The content delivered in COMM 520 will be introduced as well as reinforced through course readings, class discussion, guest speakers, class assignments, and examinations.

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.

There is no significant impact anticipated to other departments, programs and/or courses with the addition of this course. However, we do anticipate that there are a few CoFC master’s programs that might be interested in allowing their students to take this course as a cognate course.

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.

There are no additional resources necessary to add this class to our curriculum or offer this class to our students.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Date: 2/6/13

Signature of Department Chair: 

Date: 2/9/13

Signature of Additional Chair*: 

Date: 

Signature of Schools’ Dean: 

Date: 2/12/13

Signature of Additional Schools’ Dean*: 

Date: 

Signature of the Provost: 

Date: 2/15/13

Signature of Budget Director/Business Affairs Office: 

Date: 

*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: 2/6/2013

Signature of Chair of the Graduate Council: 

Date: 3/18/13

Signature of Faculty Senate Secretary: 

Date: 

Date Approved by Faculty Senate: 

September 2011
COMM 520: Communication Campaigns  
Spring 2014

Dr. Michael Lee  
Office: 9 College, Room 303  
Office Hours: Monday: 9:30-11:00  
Tuesday: 1:45-3:15  
Email: leem@cofc.edu (preferred method of contact)  
Office phone: 843-953-8125

This seminar considers two broad questions: (1) What are the generic features of political language? (2) How can we evaluate the force of political language on social and political institutions? In the pursuit of answers to these broad questions, we will engage contemporary issues such as candidates’ rhetorical ploys to appear like average, red-blooded Americans and historical questions about the evolution of key terms in the American political lexicon. At its core, this class is a blend of rhetoric, media studies, and political theory. As such, one of our chief aims will be to outline several methods that scholars have used to answer these basic questions. We will read widely in the area of political style including historical case studies in the development of liberalism and conservatism as well as theoretical commentary from communication, political science, anthropology, and history. Throughout our readings we will consider the relationship between language and politics with the understanding that the latter is not possible without the former.

Books:
Karlyn Kohrs Campbell and Kathleen Hall Jamieson, Presidents Creating the Presidency: Deeds Done in Words (Chicago: University of Chicago Press, 2008)


Drew Westen, The Political Brain: The Role of Emotion in Deciding the Fate of the Nation (New York: Public Affairs, 2008)

The remainder of the readings will on WebCT.

Course Requirements:

Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Ignorance of these policies will not be an acceptable excuse for violating them.
Honor Code: At the College of Charleston, student conduct, including but not limited to academic honesty, is held to a high standard. Scholastic dishonesty is defined as any act violating the rights of another student in academic work or involving the misrepresentation of a students’ own work. Students who violate the College of Charleston’s guidelines on academic honesty risk earning zero points on the relevant assignment, an F for the course, and a permanent academic record mark. Please see http://www.cofc.edu/StudentAffairs/general_info/honor_system/ for additional details.

Attendance: Success in this course depends on regular attendance and a faithful engagement with course readings and concepts. Please let me know if you need to miss class.

Tardiness: Come to class on time. If you must arrive late, please let me know in advance. The same goes for leaving class early.

Late & Unfinished Work: I only accept hard copies of papers. Turning work in late is highly discouraged. Any material turned in late without prior notice will be reduced 10 points per calendar day late. Please arrange to turn in assignments early if you plan to be absent on the day an assignment is due.

Email: I check my email regularly during normal business hours and am usually prompt in responding to messages. When given an assignment, please anticipate problems in advance and talk to me about it in class or send me an email with some time allotted for a response. As a general rule, try to allot 48 hours for a response to your emails.

Grievance Procedure: Occasionally, students are dissatisfied with some dimension of a course. In such cases, students should make grade appeals on specific assignments within one week of the return of the assignment. After that period has expired, the grade issued is final.

Special Needs: The College of Charleston provides reasonable accommodations to students who have disabilities, including learning disabilities, which may affect their capacity to participate in course activities or to meet course requirements. If you have any such needs, please talk to me as soon as possible.

Papers

1. Thought Book: Students are expected to respond to each week’s readings in a paper roughly 2-3 pages in length. Although I hope that each response takes aim at the major points in each week’s readings, you are free to pursue topics that strike you as interesting. I will distribute some key terms or questions the week before; these are intended as guides rather than rigid rules. To be clear, these papers are arguments in addition to the reading, not summaries of the reading or questions about the reading. All I expect from the thought book entries is to use the reading as a jumping off point for a creative, original argument that you would like to make. Make sure the argument you pursue (a) is one that can be more or less sustained in such a short paper and (b) is made with specific references to the readings. Your argument can go lots of different directions: a claim that some aspect of the reading is apt or mistaken, applying some concept in the reading
to some historical episode, using a concept in the reading to speculate about American voters or political culture, etc. When I read the essays, I will be looking for the clarity of this argument, the strength of the evidence you use to prove it, and the quality of your writing. Thought book entries are due each week unless otherwise noted, and they will serve as entry points for class discussion. (20% of final grade)

2. Leadership Essay: Students will choose one week in which they will (a) produce an 8-10 page response to the readings and (b) lead discussion of their paper for 20 minutes. Please think of the essay as a longer extension of a thought book entry; you are free to make any claim that you would like so long as it relates to central issues in the readings and you can substantiate it. The only exception is that you may need to consult and cite outside readings on your topic as you complete your essay. Your leadership essay and presentation need not summarize the readings; both should feature your argument primarily. You do not have to discuss your paper in a didactic, conference-style presentation; you might even distribute discussion questions to lead us through your arguments, play video clips, songs, etc. (30% of final grade)

3. Final Paper: This course covers numerous topics related to political language and culture including the relationship of political labels to identity, historical political languages, language and social reality, and language and political leadership. Your final papers may pursue any of these lines of inquiry. Your papers may engage course concepts directly or indirectly. You may follow a theoretical line and take up different conceptions of political language; you may follow a historical-critical line and assess the enactment of political language by any number of political agents. Regardless of your choice, the paper should be 20-25 pages in length, and you should turn in a 1-2 page paper proposal by March 17. (50% of final grade)

Paper Grading Criteria
*In addition to argumentative content, I have high expectations for the quality and clarity of written assignments. In order to clarify these expectations, I will distribute several writing handouts throughout the semester that explain basic writing principles and tactical suggestions. Additionally, the following grade definitions should serve as a preliminary indicator of how your paper will be judged.

A paper - Paper offers a succinct and clearly stated thesis that guides the essay. Your thesis should be provocative, possibly addressing an issue from a perspective that most readers have not considered, perhaps even changing the way they look at it altogether. To construct such a thesis, investigate the full range of positions on your issue. Carefully examine the underlying assumptions, values, ethos, and use of evidence in your sources, instead of taking them at face value. As always, you should demonstrate a command of written style, voice, mechanics, and syntax. The paper is clearly outlined within the first few paragraphs with a thorough preview that assists the reader in following the paper’s major arguments. Paragraphs are fully developed and follow naturally from what precedes them; the introduction brings the reader into the case and the conclusion reinforces the reader’s confidence in the writer’s control of the paper. The style is appropriate to the writer’s audience and purpose; stylistic variety is used for emphasis; the prose is clear, apt, free of errors and occasionally memorable. Evidence and citations are used effectively and are formatted correctly. A papers skillfully integrate necessary descriptiveness with critical analysis.
**Students sometimes feel that the best papers are those that are written in the most complicated prose. More often than not, complicating a clear paper with confusing prose or syntax reduces the coherence of the paper as well as the student’s grade.**

**B** paper - Often, this is the kind of paper that revision could have made into an A paper. The paper fits within an effectively defined scope, providing a clear thesis and strong textual evidence to support the argument. The prose of a B paper is persuasive and controlled, containing few major syntactical or grammatical errors. Paragraphs are cohesive. Some transitions may be weak or mechanical. The logic of the paper is clear but not as sophisticated as that of an A paper. Interpretations of theories are plausible and supported with textual evidence; more than one source is considered. The arguments may be on the obvious or predictable side, though the writer does not consistently settle for the obvious. The reasoning is better than adequate; it is thoughtful, with some awareness of other points of view. The introduction and conclusion are clear, but perhaps not as forceful or appropriate to the case or audience as they could be. Paragraphs follow well and are appropriately divided. The expression demonstrates attention to sentence-level concerns. Not only is sentence structure correct, but subordination, emphasis, sentence length, and stylistic variation are generally used effectively. Some sentences could be improved, but it would be surprising to find serious sentence errors - comma splice, fragments, or fused sentences--in a "B" paper.

**Papers that slip into the B- range may have a simplistic thesis or develop sections of the paper that are unrelated to the thesis. Evidence may be lacking in key sections of the paper. Limited conceptual/theoretical problems may also result in a B- grade or lower. Writing and/or organization may negatively affect readability. B- papers may be overly critical without evidence, rely too much on unsubstantiated or undocumented information, or be too descriptive without developing a critical edge.**

**C** paper – C papers take a clear stand on one debatable claim and provide sufficient evidence to support that position. Paper responds adequately to the essay topic, providing an argument that may be general or somewhat obvious. The thesis may be too broad or too general, or the writer may not have expressed a clear exigence for the paper's intended audience. Though an effort has been made to support the case with arguments, the arguments may be obvious or predictable; the paper may even lack some pertinent information. The paper may lack sufficient or appropriate textual evidence. The paper may need work on organization, paragraph development, and transitions. The logic of the paper may be strained and/or inconsistent. C (average) papers reflect average writing. Sentence structure is generally correct, although there may be a lack of elements such as subordination, sentence variety, and stylistic devices to achieve emphasis. Comma splices, unintentional fragments, fused sentences, subject/verb disagreements, and other mechanical errors may bring an otherwise fine paper into the low C or even D range.

**F** paper – The paper displays a lack of understanding of basic principles that guide scholarly endeavors. Examples include but are not limited to gross mistakes in citing source materials as well as significant errors in framing the paper. The case study or supporting arguments may be seriously flawed and unable to withstand even casual scrutiny.
**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>800-869</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>700-769</td>
</tr>
<tr>
<td>F</td>
<td>below 700</td>
</tr>
</tbody>
</table>

Please note: An “A” grade in this class means significant achievement. As such, grades will not be rounded up; 899 points merits a “B+” grade.

**Schedule:**

***Students will need to access WebCT to find some readings listed on this schedule. Those readings will need to be printed and brought to class. The following course schedule may be changed according to the flow of discussions, assignments, or current events. Students will be given ample warning in the event of a change. Also, as I learn more about your interests, the readings may change slightly. Thus, it is always helpful to tell me about your impressions of the readings during discussion.***

1/13: **Survey of Political Communication Research**

1/20: **Language: It’s Imperfect, and It’s All We’ve Got**
George Orwell, “Politics and the English Language”
Richard Hofstadter, “The Paranoid Style in American Politics”
Matt Taibbi, Excerpt from *Spanking the Donkey*
Murray Edelman, “Political Language and Political Reality”
Raymond Williams, “Introduction,” *Keywords*

1/27: **Political Theory and Political Language**
Quentin Skinner, “Meaning and Understanding in the History of Ideas”
J.G.A. Pocock, “Languages and their Implications”
Michael Calvin McGee, “The ‘Ideograph’”
Michael Calvin McGee, “The Origins of ‘Liberty’”
James Farr, “Understanding Conceptual Change Politically”

2/3: **Political Style**
Robert Hariman, *Political Style*

2/10: **Political Language and Emotion**
Drew Westen, *The Political Brain* (read part 1)

2/17: **Liberalism as a Political Language**
Thomas Frank, excerpt from *What’s the Matter with Kansas?*
Paul Krugman, excerpt from *The Conscience of a Liberal*
Drew Westen, *The Political Brain* (excerpts from part 2)

2/24: **Conservatism as a Political Language**
Mark Smith, *Right Talk* (read part 1)
3/3: Conservatism as a Political Language
Mark Smith, *Right Talk* (read part 2)
William F. Buckley, “Did You Ever See a Dream Walking?”
Frank Meyer, “Freedom, Tradition, Conservatism”

3/10: Spring Break

3/17: Populism as a Political Language
Michael Kazin, *The Populist Persuasion* (read part 1)

3/24: Populism as a Political Language
Michael Kazin, *The Populist Persuasion* (read part 2)
*PROSPECTUS DUE*

3/31: Fascism as a Political Language
Robert Ivie, “Fighting Terror By Rite of Redemption and Reconciliation”
John M. Murphy, “Our Mission and Our Moment”: George W. Bush and September 11th
Jeremy Engels, “Friend or Foe? Naming the Enemy”
Jennifer Barker, “The Myth of the Fascist Man in *Gladiator* and *Fight Club*”
Stephen Gencarella Olbrys, “Seinfeld’s Democratic Vistas”

4/7: Institutions and Political Language
Karlyn Kohrs Campbell and Kathleen Hall Jamieson, *Presidents Creating the Presidency*

4/14: The Language of Democracy: Or, Just How Stupid Are We?
Richard Hofstadter, *Anti-Intellectualism in American Life*
Susan Jacoby, *The Age of American Unreason*
Al Gore, *The Assault on Reason*
Louis Menand, “The Political Animal”

4/21: Paper Presentations
Contact Name: Vince Benigni  Email: benignv@cofc.edu  Phone: x7019

Department Name: Communication  Graduate Program name: MCOM (Communication)

Course Prefix, Number, and Title: COMM 530 – Race, Gender, Class and Media

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

x☐ New Course  ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
☐ (attach syllabus*)  ☐ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)
☐ 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 2013

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
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

<table>
<thead>
<tr>
<th>II. NUMBER OF CREDITS and CONTACT HOURS per week</th>
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</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
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<td>------------------</td>
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<tr>
<td></td>
</tr>
<tr>
<td>B. Credit Hours</td>
</tr>
</tbody>
</table>

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

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.

Students consider how gendered identities intersect with other social categories such as race, class, sexuality and nationality. Highlighting a cultural studies approach to media, students analyze such social categories across various media texts, how these representations are shaped by issues of media production, and the various ways diverse audiences interpret media messages.
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 has been taught multiple times as a special-topics offering (COMM 580) with exceptional success and strong, positive feedback from the students. Given today's current, often fractious climate in terms of race, gender and class, this course is especially germane. The course takes a holistic and hegemonic approach to media analysis, grounded through significant theory and research.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<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>
</tr>
</tbody>
</table>

1. Course Objectives
- Demonstrate the ability to engage in advanced and challenging subject matter, including the canonical literature on gender, race, class and media as well as the most current and cutting-edge work in this broad interdisciplinary area

( noted on course syllabus/attached); note – elective courses will be evaluated on a 3-5 year basis

Students will be measured on a proposal and a final project.

Students will be measured through moderation/discussion of session papers

2. Course Objectives
- Demonstrate proficiency in understanding a critical/cultural approach to gender and media studies and the ability to apply that lens to the study of media and popular culture

Students will be measured on a proposal and a final project.

Students will be measured through moderation/discussion of session papers

3. Course Objectives
- Demonstrate critical and analytical skills through written, oral and visual communication forms

Students measured on a proposal/final project.

Students will be measured through moderation/discussion of session papers
4. Course Objectives

- Plan, research, write and present an academic conference- or publication-ready paper

Students will be measured on a proposal and a final project.

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?

The MCOM program is in the midst of analyzing program outcomes/objectives in the aftermath of the outside reviewer visit from last spring. The addition of more media-centric courses that blend theory and practice were cited among department faculty as a priority to strengthen the elective offerings in the program. On the curricular map, this course would provide content/skills to be “introduced” to students, given this could be a first-semester offering for new students (as it was during Fall 2012 a special-topics elective/580).

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.

There is no expected impact in this regard. There is no similar class in our program, nor in any other graduate program to our knowledge.
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.

There are no foreseen costs associated with this new course/proposal.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 2/6/13

Signature of Department Chair:

Date: 2/19/13

Signature of Additional Chair*:

Date:

Signature of Schools’ Dean:

Maureen Ad

Date: 2/12/13

Signature of Additional Schools’ Dean*:

Date:

Signature of the Provost:

Date: 2/15/13

Signature of Budget Director/Business Affairs Office:

Date:

*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: 2/28/2013

Signature of Chair of the Graduate Council:

Date: 3/18/13

Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:

September 2011
comm530
gender, race, class and media:
text, production and audience

class meetings: Wednesdays 6:00-8:45 RSS 249
professor: Leigh Moscowitz moscowitzl@cofc.edu 7 College Way #306
(o) 953-8126; (c) 425-7543
office hours: m/w 3:30 -4:30 p.m., 7 College #306, and by appointment

Course Description
From the moment we enter the social world, we are assigned a biological sex. We then begin
the complicated life-long process of learning what it means to be “female” or “male,”
“feminine” or “masculine,” “gay” or “straight.” In this course, we will focus on the ways in which
media culture is central to the creation, maintenance and subversion of gender divisions. We
will also consider how our gendered identities intersect with other social categories such as
race, class, sexuality and nationality. Highlighting a cultural studies approach to media, we will
consider how gender, race and class are organized across various media texts (including
advertisements/consumer culture, film, television, news media and web-based media), how
these representations are shaped by issues of media production, and the various ways diverse
audiences interpret media messages.

While the emphasis of the course on media texts reflects the prolific research in this area, my
goal in allocating much of the semester to readings on media representations is to offer you
examples of research that can guide your thinking on your own final projects. The range of
topics in the portion of the course on media texts includes consumer culture, print and
television news, feminism, reality television, masculinity, gay and lesbian-themed media, and
youth culture. In addition, the course introduces students to studies of audiences so that we can
learn about readers’ and viewers’ engagement with media representations of gender, race and
class in their everyday lives.


Additional articles for the weeks posted in Oaks (shown in italics below).

Course Objectives
• Demonstrate the ability to engage in advanced and challenging subject matter, including
the canonical literature on gender, race, class and media as well as the most current and
cutting-edge work in this broad interdisciplinary area
• Demonstrate proficiency in understanding a critical/cultural approach to gender and
media studies and the ability to apply that lens to the study of media and popular
culture
• Demonstrate critical and analytical skills through written, oral and visual communication forms
• Demonstrate proficiency in a specific area of interest in the field of media and gender studies (serves as your final research project)

• Plan, research, write and present an academic conference- or publication-ready paper

Seminar Format
A seminar, by definition, is a group of scholars coming together at a scheduled time and place to discuss and exchange ideas, thoughts, and research. Therefore, your involvement and preparation are especially important to the success of this seminar. I bring a great deal of energy to these issues, topics and readings, and I expect that you will do the same. The routine class format for this seminar will include thoughtful discussion and debate, presentations from you and your peers, and perhaps the occasional appearance by a guest speaker. My brief and intermittent lectures will provide context for class discussion and illuminate basic concepts. Although not announced in the schedule, I will often bring short news articles, magazine covers, instructional videos, and clips from television news, talk shows, and sitcoms to critique in class. I invite you to do the same!

Because this course is organized as an interactive seminar that emphasizes discussion, its success will depend on your thorough and critical appraisal of the required readings. You are expected to read closely the assigned weekly articles and chapters, take time to reflect on what you have read, and come prepared to engage in debate and pose thoughtful questions. To incentivize your preparation and reflection, I will ask you to write weekly discussion responses and questions prior to class (for more on that, see below.) The readings for this class should be downloaded and/or printed out well before schedule and read ahead of time. Doing the readings online as we are talking about them in class simply won’t work.

Although you may not be able to offer cogent criticism of every reading, I do expect that you can summarize the main points of an assigned article or book chapter. One way to enliven class discussion is to share examples from your own media reading and watching. To ensure good time management, please be aware that you may have more reading to complete during some weeks than others.

A seminar format also demands courteous and thoughtful debate over ideas and opinions no matter how much we may disagree or depart in our ways of thinking about the world. Therefore, I request your cooperation in creating a democratic community in our classroom. If you need more assistance, I’ve provided some general guidelines below.

General Guidelines: Seminar Preparation and Participation
1. As you read, identify the author’s main points and what evidence, arguments, or reasons the author uses to support these main points.
2. Read actively. Try to anticipate the author’s arguments. Remind yourself of the bigger picture - e.g. what chapter or subsection are you reading, and what is the general topic?
3. Find connections between the readings. This ability to integrate material is a hallmark of more advanced critical thinkers.
4. During seminar, speak clearly. If you are a quiet speaker, look at the person farthest away from you and talk to him or her.
5. Use specific examples from the text, including page numbers and passages. Wait a few seconds until the rest of us can find the page and passage.
6. Always bring at least one meaningful quotation to seminar and be prepared to discuss its significance to you, to the text, to the theme of the week, and to the discussion leader’s guiding question.

7. Ask specific questions or state a particular point from the text to the seminar group (including the page number). Argue the author’s point from your perspective and not your general personal opinions. Learn from the diversity of opinions and ideas. Being offended when others disagree with your ideas or opinions prevents you from learning to think from multiple perspectives.

8. It is fine to disagree with the opinions of others, but do so in a respectful manner.

9. Involve others by asking for their perspective on the topic. This will help avoid monopolizing; letting a few people dominate the discussion leads to an unsuccessful seminar.

10. Take responsibility to make yourself intellectually challenged by initiating questions and/or comments to the seminar group. You can only be bored or unchallenged when you become a passive learner who waits for someone else to speak on what you would like to discuss.

11. Be an active participant and keep the discussions on topic and away from tangents.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
<th>Dates Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation *includes weekly reading responses (8), in-class exercises and peer reviews</td>
<td>200</td>
<td>20%</td>
<td>Every class session</td>
</tr>
<tr>
<td>Project Proposal and Review of Related Literature  ■ Project ideas due  ■ Full Proposal/Lit Review</td>
<td>150</td>
<td>15%</td>
<td>9/26 10/31</td>
</tr>
<tr>
<td>Book review and presentation</td>
<td>150</td>
<td>15%</td>
<td>Sign up</td>
</tr>
<tr>
<td>Discussion leadership on a selected weekly course topic</td>
<td>150</td>
<td>15%</td>
<td>Sign up</td>
</tr>
<tr>
<td>Final Project  ■ Present  ■ Full Proposal/Lit Review</td>
<td>350</td>
<td>35%</td>
<td>11/28 12/05</td>
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<tr>
<td>TOTAL</td>
<td><strong>1000</strong></td>
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Grading scale (in percentages)
A = 90 to 100
B+ = 87 to 89.99
B = 80 to 86.99
C+ = 77 to 79.99
C = 70 to 76.99
F = below 70
I = incomplete (only for extreme cases)
**Discussion Leadership:** Early in the semester, students will select a date/topic of their choice and lead a class session. You will be asked to develop a professional and interactive discussion that brings the weekly readings into play. I ask that you bring several examples of gendered/racialized/classed culture to animate the readings and topic for that week (these can be examples from media culture as well as from everyday life/consumer/institutional/political culture). I want you to go beyond summarizing the individual readings. You should be able to put the authors’ arguments into conversation with each another, and get us to think critically and analytically about how and why they matter. You will also post a set of questions for us to debate. You will be expected to put together a discussion that is lively and engaging, one that fits comfortably within a 30-minute time frame. You are free to bring in additional literature that complements or contradicts the selected readings of the week. You will be graded on the quality/depth of your analysis, your ability to animate the readings for the week, and the professional quality of your presentation.

**Project Proposal and Review of Related Readings:** After a month into the semester, you will turn in an informal assignment with your project ideas (not more than two pages). At about mid-semester, you will turn in a formal proposal for your final project along with a review of research/theory that relates to your project. In writing the formal proposal, you will be asked to explain why you find the topic interesting, what media texts you plan to analyze, and how your proposed project contributes to the field. In addition, you will be expected to locate a minimum of twelve to fifteen research articles or book chapters and review the relevance of these materials for your project. This assignment will be in the range of ten to twelve double-spaced pages.

**Final Project:** Final projects should be seen as papers that can be turned into opportunities for conference presentations, thesis projects, or research that becomes a part of other larger projects in future courses. Some conferences you could keep in mind for submitting your papers:

- The Carolinas Communication Conference, June deadline. ([http://www.carolinasmunication.org](http://www.carolinasmunication.org))
- Association for Education in Journalism and Mass Communication, April 1 deadline. ([www.aejmc.org](http://www.aejmc.org))
- International Communication Association, November 1 deadline. ([www.icahdq.org](http://www.icahdq.org))
- National Communication Association, mid-February deadline. ([www.natcom.org](http://www.natcom.org))

For your final project, you will analyze a sample of media content to explore in depth a particular issue or a set of issues that relate to gender, race, class, and other social formations. I am flexible about the topic and would be delighted if you would go outside the topics covered in class so we can all learn new insights and ideas from your research. For example, you could propose papers on topics such as:

- Journalists “Coming Out”—Anderson Cooper and CNN
- News Coverage of Gay Parenting/Families
- Gender Politics on *Grey’s Anatomy*
- Dove’s Campaign for Real Beauty
- Class Politics on the ABC Reality Show *Wife Swap*
- Motherhood on TLC’s *Birthing and Bringing Home Baby* Reality Shows
• Transexuality in reality TV series
• Portrayals of male chefs on The Food Network

When you read journal articles, essays, and chapters that are examples of textual analysis, remember you are reading this material not only for information, but also for analytical strategies and methodology. Because I would like you to use this project to refine and sharpen your critical thinking and writing skills, your sample of media content may be one long cover story in a magazine, a few episodes of a television news magazine, or several news stories from different media that pertain to one incident or issue. I also advise you to actively seek me out for advice or feedback on the final projects. This paper should be between 20-22 double-spaced pages.

While the final project for this class is an academic paper, you could also treat it as a stepping stone/research for a major creative or professional writing project on gender and media culture. Hence, you can imagine this class project as the background work and context for a long feature story you might want to publish in Ms. Magazine, Bitch: A Feminist Response to Pop Culture, Atlantic, Essence magazine, or any other example of alternative media.

Book Review: You will be asked to read and review a book-length study of media culture as it relates to gender, race, sexual and/or class identities. I will provide a list of appropriate titles for this assignment, and you can also read something “off the list” as long as you get my prior approval. Based on your book, I will assign you a day that “matches up” with a topic for that week. You’ll be asked to bring your book review to class that day, and talk about the book a bit and how it fits in with our weekly assigned readings/discussion. This is not a formal presentation, but I do expect that you will be able to talk about your book. You should think of your talk as an oral presentation of the 3-4 page written book review that you hand in to me that day (prepared in accordance with the academic format outlined in the APA style manual).

Class Participation: As outlined above in the section on class format and expectations, attendance and participation are key elements of the requirements for the course. You will be evaluated on the quality of your responses to your classmates’ discussion agendas and reading critiques. In addition, we will collaboratively build an online forum to prepare our thinking for class meetings (we’ll pick an appropriate media forum, whether it is a ning, a wiki, or an Oaks discussion board). Here is where the discussion leader will post questions for us to consider. We will establish a deadline together in class for when questions must be posted (i.e. 24 hours prior to our class meeting). You must bring your own brief (2-3 pages) “thought paper”/critique of the readings to class (which can respond to one or some of the questions posed if you’d like). I will collect eight of these from each of you throughout the semester. Specific guidelines will be posed in Oaks and discussed in class.

Course Policies
Communication and e-mail: I do my best to return your emails in a timely fashion (within 24 hours). However, I will most likely not read my e-mail on Saturdays and Sundays, during fall break, or when traveling for an academic conference. Please use e-mail to ask me short questions, set up appointments, or verify something quickly. We can also make phone appointments to discuss your final projects if my office hours do not work for you.
**Professionalism:** With due respect to your peers and to me, I expect you to be an on-time, active participant in this class. Nothing less than ultimate respect for the voice and rights of others will be tolerated. When turning in written assignments, neat, clear, and well-formatted materials are expected. Please ensure that your printouts are readable, and that you have stapled sheets and page numbers. I cannot read any font that is less than 12 pt. size.

**Plagiarism:** In line with CofC’s Honor Code, using ideas and words from published work, online materials, or other students’ projects without accurate attribution will be severely punished, and will likely result in an automatic grade of “F” for the course. Please refer to the College’s codes and policies governing plagiarism, and see me if you have any questions.

**Submitting Work from other Courses:** You are expected to conduct original work for all of the projects in this course. Please do not recycle assignments from previous or current courses. If you would like to use this course to develop further or improvise on a paper you have written in another course, please come talk to me ahead of time. I understand that graduate student work is often cumulative; hence, I encourage you to share your previous work with me and clarify the new dimensions of the paper you intend to explore in this course.

**Deadlines:** You are expected to turn in all the assignments on time and during our class period unless otherwise noted; late work will not be accepted or graded.

**Incomplete:** Final grades of “Incomplete” will not be given in this class except in dire documented circumstances such as medical or serious family reasons. The end of the semester is “crunch” time for everyone so you are expected to manage your schedule by planning carefully. Time pressures are not considered sufficient justification for awarding a grade of incomplete.

**A Bit About Me**
I joined the faculty in the Department of Communication in 2008 having recently completed my doctorate from Indiana University’s School of Journalism and Mass Communication. I teach courses at the undergraduate level in mass media, media studies, and gender in media. My research examines the cultural production of news and the politics of media representation. Specifically, I am interested in the various ways gendered and sexual identities are represented in the media and popular culture. Current research projects include news coverage of the gay marriage debate as well as the televisual production of class and gender in popular shows like Bravo’s Real Housewives. Prior to CoFC, I taught at Butler University in Indianapolis and Indiana University in Bloomington in areas such as media and society, women in media, reporting and writing, visual communication, and public speaking. Before returning to graduate school, I coordinated the public relations campaigns and corporate communication strategies for one of the nation’s largest medical software firms, now WebMD.
Course Schedule of Topics, Readings, and Assignments
As a graduate seminar, we need a system that lends itself to both structure and flexibility. Below I have charted our course of scheduled topics and readings. Please note these topics and assigned readings are subject to change. There may be a new reading or two that comes out during our semester together that I want you to read, areas of interests may emerge in the media environment, or you and your peers may come across a topic that demands our attention (and so on). I will make announcements in class and through email to any course changes. Also keep in mind that the weekly readings outside of the reader textbook will be posted in Oaks each week under “Readings,” housed inside that week’s folder (“Week 1”).

Reader chapters appear below in plain text (like this).
Articles and book chapters posted in Oaks appear in italicized text (like this).

Week 1: Introduction to the course (8/22)
- Reader, Ch. 1: Kellner, Douglas. “Cultural Studies, Multiculturalism, and Media Culture.”

Week 2: Approaches to the study of gender, class, race in media (8/29)
- Reader, Ch. 2: Winseck, Dwayne. “The State of Media Ownership and Media Markets: Competition or Concentration and Why Should We Care?”
- Reader, Ch. 4: Lull, James. “Hegemony.”
- Reader, Ch. 6: Radway, Janice. “Women Read the Romance: The Interaction of Text and Context.”
- Reader, Ch. 22: Jhally, Sut. “Image-Based Culture: Advertising and Popular Culture.”

Note: bell hooks, considered one of the most influential feminist scholars of our time, is coming to campus Friday, August 31st and giving a talk at 3 p.m. Please make arrangements to attend if at all possible, as this is most likely a once-in-a-lifetime opportunity.

Week 3: Advertising & Consumer Culture: On Becoming a Market (9/05)
- Reader, Ch. 29: Katz, Jackson. “Advertising and the Construction of Violent White Masculinity: From BMWs to Bud Light.”

Week 4: Consumer Culture, Feminism and (Post)Feminism (9/12)
- Reader, Ch. 26: Steinem, Gloria. “Sex, Lies and Advertising.”
- Reader, Ch. 28: Gill, Rosalind. “Supersexualize Me! Advertising and the ‘Midriffs’ “

Week 5: Media and the Male Consumer: Representing Masculinities (9/19)
• Reader, Ch. 54: Butsch, Richard. “Ralph, Fred, Archie, Homer, and the King of Queens: Why Television Keeps Re-creating the White Male Working-Class Buffoon.”
• Hollows, Joanne. The Bachelor Dinner: Masculinity, Class and Cooking in Playboy, 1953-1961.”

Week 6: Media Queered (9/26)
• Reader, Ch. 58: Moore, Candace. “Resisting, Reiterating, and Dancing Through: The Swinging Doors of Ellen DeGeneres's Televised Personalities.”

***Project Ideas Due

Week 7: Racialized Media and the Commoditization of “Difference” (10/03)
• Reader, Ch. 10: Hall, Stuart. “The Whites of Their Eyes: Racist Ideologies and the Media.”
• Reader, Ch. 30: Dines, Gail. “White Man’s Burden: Gonzo Pornography and the Construction of Black Masculinity.”
• Reader, Ch. 12: Esposito, Jennifer. What Does Race Have to Do With Ugly Betty: An Analysis of Privilege and Postracial (?) Representation on a Television Sitcom

Week 8: Trash, Class and Reality Television (10/10)
• Reader Ch. 52: Smith, Debra C. Critiquing Reality-Based Televisual Black Fatherhood: A Critical Analysis of Run’s House and Snoop Dogg’s Father Hood.

**Week 9: Gender, Race and Politics (10/17)**

**Week 10: Consuming Kids: Gender, Media and Youth Culture (10/24)**
• Reader Ch. 40. Schor, Juliet. “From Tony the Tiger to Slimetime Live: The Content of Commercial Images in Children’s Advertising.”
• Reader Ch. 43: Durham, M. G. Constructing the New Ethnicities: Media, Sexuality, and Diaspora Identity in the Lives of South Asian Immigrant Girls.
• Mazzarella, Sharon R. Coming of Age Too Soon: Journalistic Practice in U.S. Newspaper Coverage of ‘Early Puberty’ in Girls.” Communication Quarterly, 58 (1), pp. 36-58.

**Week 11: Open week: you choose! (10/31)**
We will vote as a class to select the topic for this week. Examples: gender and sports media, boys studies, experiences of media workers, global media culture, etc.

**Formal Proposal/Lit Review Due**

**Week 12: Media Production, Media Workers (11/07)**

Week 13: Active Audiences, Audience Activism (11/14)
• Reader Ch. 7: Jenkins III, Henry. Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching
• Reader Ch. 60: Ng, Eve. Reading the Romance of Fan Cultural Production: Music Videos of a Television Lesbian Couple.
• Jenkins, Henry (2006). Convergence Culture. Ch. 1: Spoiling Survivor

Week 15: Student Symposium (11/28)
Students present their final projects, and we’ll discuss them in depth.

Thanks for sharing the semester with me. Have a great winter break!
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

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

Department Name: Communication  Graduate Program name: Communication (MCOM)

Course Prefix, Number, and Title: COMM 540  (Uses and Effects of Media)

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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<tr>
<td>☑ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
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<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>□ 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 2013

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
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

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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</table>

B. Credit Hours 3

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

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.

The study of complex interrelationships between consumption of various types of media content and the thoughts, feelings, and behaviors of democratic citizens, with implications of such relationships in our civic and political lives. Students develop understanding of key theoretical ideas, hone critical skills to review and critique empirical research, and propose a research design.
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 has been taught, with strong/positive feedback from MCOM students, as a special-topics 580 course. Media effects-type courses are commonplace among graduate programs in Communication across the globe, and this course addresses key theoretical and research components that align with our program. In today's global and fluid media economy, analyzing effects of messaging and audience are critical from a scholarly and an applied perspective.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<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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<tr>
<td>1. Comprehend key theoretical ideas that have guided social scientific research in people’s use of mass media and a range of effects of such usage;</td>
<td>A random sample of class assignments that require students to demonstrate a clear understanding of media effect theories will be collected and assessed using a common evaluation rubric. These assignments will include weekly comment papers where students reflect on assigned class readings or relevant theories and final term papers where they develop a critical review of the research literature or propose an empirical study on a specific area of media effects.</td>
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<tr>
<td>2. Understand the underlying processes through which mass media influence individuals’ thoughts, feelings, and behaviors;</td>
<td>A random sample of class assignments that require students to demonstrate a clear understanding of media effect theories will be collected and assessed using a common evaluation rubric. These assignments will include weekly</td>
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<tr>
<td>3. Apply such theoretical knowledge of media uses and effects to their everyday interactions with media;</td>
<td>A random sample of weekly comment papers where student reflect on the assigned readings and connect them to their everyday experiences will be collected and assessed using a common evaluation rubric.</td>
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<td>4. Demonstrate critical skills to review and critique empirical research; and</td>
<td>A random sample of class assignments that require students to review and critique social scientific studies of media effects will be collected and assessed using a common evaluation rubric. These assignments will include weekly comment papers and final term papers.</td>
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<tr>
<td>5. Develop their own research questions addressing the role of media in our lives and propose a research design to answer them.</td>
<td>A random sample of final term papers will be collected and assessed using a common rubric.</td>
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</tbody>
</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?

The MCOM program is in the midst of analyzing program outcomes/objectives in the aftermath of the outside reviewer visit from last spring. The addition of more media-centric courses that blend theory and practice were cited among department faculty as a priority to strengthen the elective offerings in the program. On the curricular map, this course would provide content/skills to be "introduced" to students, given this could be a first-semester offering for new students (as it was during Fall 2011 a special-topics elective/580).
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.

There is no impact on the MCOM program, and no expected impact on other programs.

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.

There are no foreseen costs associated with this offering.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 2/6/13

Signature of Department Chair:

Date: 2/9/13

Signature of Additional Chair*:

Date: 

Signature of Schools’ Dean:

Date: 2/12/13

Signature of Additional Schools’ Dean*:

Date: 

Signature of the Provost:

Date: 2/15/13

Signature of Budget Director/Business Affairs Office:

Date: 

*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: 2/28/2013

Signature of Chair of the Graduate Council:

Date: 2/18/13

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
COMM 540: Uses and Effects of Media  
Department of Communication  
College of Charleston

Namjin Lee – Assistant Professor  
Office: 7 College Way, #301  
office phone: 953-6411  
Office hours: M/W/F 11:00 -11:50  
or before class at LGC  
Email: leen@cofc.edu

Meeting Times and Place  
Wednesday, 6:00 PM – 8:45 PM  
130 Lowcountry Graduate Center

Course Description:

This course is designed for graduate students in communication to engage in an in-depth exploration of social scientific theories and empirical research on mass media effects. In particular, this course will focus on the complex interrelationships between consumption of various types of media content and the thoughts, feelings, and behaviors of democratic citizens, while placing the implications of such relationships for our civic and political lives at the center of inquiry. This course is roughly divided into three parts. Part I introduces major theoretical approaches to media uses and effects, including uses and gratifications, mood management, agenda setting, cultivation, priming, framing, selective exposure, third-person effects, hostile media effects, and spiral of silence. Part II examines how these theoretical ideas can be applied to a variety of content domains, such as news, media violence, sexual content, communication campaigns, and mediated political communication. Part III explores the influence of new media, particularly the Internet and mobile media.

The course is designed to help students (1) develop understanding of key theoretical ideas that have guided empirical research in this area, (2) hone critical skills to review and critique empirical research, and (3) develop their own research questions and propose a research design to answer them. Students are expected to read latest reviews of literature as well as original studies mainly at the intersection of communication, social psychology, and political science.

Readings:

There are three required books for this class:


Additional readings will be distributed through the OAKS, the College of Charleston’s new online learning management system. Reading assignments are listed toward the end of the syllabus.

Note: The readings assigned for each week are to be completed prior to coming to class that week.
Course Requirements:
Grades in the class will be based on your performance on the following requirements: (1) final paper — 50%, (2) review reports as class discussant — 20%, (3) four comment papers — 20%, and (4) participation in class discussion — 10%.

Final Paper
The major requirement for this course is a final term paper (10-15 double-spaced pages) by each student and presented to other class participants. It can take one of the following three forms:

(1) A case study: You can conduct a theoretically guided case study that illuminates your chosen area of media effects. The goal of this paper is to hone your skills in analyzing a media-effect phenomenon and developing arguments to explain such a phenomenon with theories and research evidence. This paper should be an argumentative essay that (1) has a clearly stated thesis about a particular media effect, (2) develops theoretical arguments that elaborate the claimed effect, and (3) carefully reviews and critically evaluates the relevant research to strengthen your arguments.

(2) A critical review of research literature: You can conduct a critical review of the research literature on a particular topic of media effects. Your paper will need to identify the key concepts in your chosen area, summarize the basic arguments, identify relevant studies, analyze them in terms of logical soundness and empirical validity, and situate them in a broader theoretical context.

(3) A research proposal: You can propose an empirical study of a particular topic on media effects. This paper should grow out of one of the topics or theories covered in the course and formulate a central research question on a particular area of media effects. You need to identify key concepts for addressing this question, develop hypotheses (expectations) to be tested/explored in your study, specify potential empirical evidence you might obtain, and discuss what was or will be learned.

Some of you may wish to extend projects you have developed elsewhere or to refine ideas toward completion of Master’s theses; please consult with me if this is the case.

The final paper is due on Dec 7 and should be between 10-15 pages of text, not including cover, bib, and figures. This paper will be worth 50 percent of your final grade. A two-page prospectus for your final paper is due on Oct 12.

Review Reports
Every student will be required to serve as a discussant for two class sessions. Discussants will write a 4 to 6 page summary and critique of the week’s readings and provide a brief list of questions to facilitate discussion. As a discussant, you will be responsible for spurring but not necessarily leading student discussion of the readings by pointing out what you believe are the strengths and weaknesses of the readings and encouraging debate about your reflections. Ideally, you will choose a week that coincides with your broader interests. That way, your review of the reading materials will be useful to you when preparing your paper. Review reports should be emailed to the instructor at least 24 hours before class. These reports will be graded by the next class period and will be worth 20 percent of your grade, 10% each.

Comment Papers:
The next 20 percent of your class grade will be based on the production of four brief comment papers on readings for weeks that you are not the discussant. These comment papers should be 1-2 pages in length, though they may be shorter on weeks that are of less interest to you and longer on weeks that you feel inspired. Papers do not need to follow any particular format or necessarily cover all the readings, as long as
they illustrate that you made an effort to process that week’s reading and have reflected on the research you encountered. Some of you may use these comment papers to summarize the key points of each of the readings into notes for their own future use. Others may organize their comments into critical essays or critiques on the general themes of the week. Yet others may focus on detailed reviews of a few readings or even a single reading, digging deeply into a topic of particular interest. Bring your comment papers to class and turn them in to me at the end. If you do not complete your comment paper for a particular week, do not avoid class. Come to seminar, listen and learn, and comment when you can. These four comment papers will be worth 20 percent of your final grade; evaluation will be based on the number completed; I will not be evaluating the content of these papers.

Seminar Participation:

The final 10 percent of your class grade will be based on participation in seminar discussion. You are expected to attend all class sessions, although no attendance will be taken for this course. It is not enough that you just come to class. You must actively discuss the readings and engage in discussion with other seminar participants. Your weekly comment paper should be the starting point for ideas you want to share with the class. I am hopeful that the discussion that ensues will lead to the development of a classroom environment where ideas are discussed and debated in an open, maybe even heated, yet respectful way.

The following breakdowns provide a guideline for the assignment of final grades:

**Grading scale:** 90-100% = A  
87-90% = B+  
80-87% = B  
77-80% = C+  
70-77% = C  
Below 70% = F
Course Schedule*

Week 1 (8/24): Introduction to the course (course overview, review of the syllabus)
Overview of media effects research

Week 2 (8/31): Why & how people use media: Uses and Gratifications, and Mood management

- Bryant & Oliver, Chapter 8

Week 3 (9/7): News Diffusion and Knowledge Gap


Week 4 (9/14): Agenda-setting

- Bryant & Oliver, Chapter 1
- Iyengar & Kinder. Chapter 1- Chapter 6 (pp. 1-62)

Week 5 (9/21): Cultivation

- Bryant & Oliver. Chapter 3, Chapter 4

Week 6 (9/28): Priming

- Bryant & Oliver. Chapter 5
- Iyengar & Kinder. Chapter 7- Chapter 11 (pp. 63-111)


Week 7 (10/5): Framing


Week 8 (10/12): Spiral of silence


Week 9 (10/19): Third person effect and hostile media effects

- Bryant & Oliver. Chapter 12

Week 10 (10/26): Media violence

- Bryant & Oliver. Chapter 6, Chapter 13

Week 11 (11/2): Effects of sexual media content

- Bryant & Oliver. Chapter 15
Week 12 (11/9): Political communication effects

- Bryant & Oliver. Chapter 11

Week 13 (11/16): New media effects


Week 14 (11/23): Thanksgiving Holiday, no class

Week 15 (11/30): Student presentations & wrap-up

Week 16 (12/7): No class. Final paper due

* The instructor reserves the right to make changes to this schedule as necessary.
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION
AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Vince Benigni       Email: benignv@cofc.edu       Phone: 7019

Department Name: Communication  Graduate Program name: Communication (MCOM)

Course Prefix, Number, and Title: COMM 584 Contemporary Problems in Communication Ethics (would be changed to Ethics in Communication)

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, 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>
<td></td>
</tr>
<tr>
<td>□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2013

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
List prerequisites and/or other restrictions below

Will this course be added to the Degree Requirements?

a) □ Yes   □ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

   Lecture   Lab   Seminar   Ind. Study

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?

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.
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.

The current title is both lengthy and limiting (the course could cover ethical issues that aren’t contemporary but give texture and historical reference to current issues)

The proposed new title is: Ethics in Communication

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
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<td>What will students know and be able to do when they complete the course?</td>
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</tr>
</tbody>
</table>

| 1. | |
| 2. | |
| 3. | |
| 4. | |

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.

No impact is expected.

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.

No costs are foreseen.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Date: 2/6/13

Signature of Department Chair: 

Date: 2/9/13

Signature of Additional Chair*: 

Date:

Signature of Schools’ Dean: 

Date: 2/12/13

Signature of Additional Schools’ Dean*: 

Date: 2/15/13

Signature of the Provost: 

Date:

Signature of Budget Director/Business Affairs Office: 

Date:

*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: 3/28/2012

Signature of Chair of the Graduate Council: 

Date: 2/18/13

Signature of Faculty Senate Secretary: 

Date:

Date Approved by Faculty Senate: __________________________
COMM 584: Ethics in Communication  
Fall 2013

Instructor: Robert Westerfelhaus, Ph.D.  
Office: 9 College Way, #402  
Office Phone: 843-953-6533  
Office Hours: T/Th 03:30 p.m. – 05:30 p.m. and by appointment  
E-Mail: westerfelhausr@cofc.edu

Texts:
- Reading Package. (RP)

NB: Students who do not own a copy of the American Psychological Association’s Publication Manual (6th ed.) should purchase one, as most communication class require students to follow APA style, as do most peer review academic journals in the field of communication studies.

Course Description:
The class explores theoretical and practical issues with respect to ethical options and decision making processes related to relational, organizational, and media communication contexts. Case studies, practical analyses, and current ethical dilemmas in communication are investigated from multiple theoretical perspectives as articulated by leading ethical theorists in the field of communication studies.

Course Objectives:
After taking this course, students should:
- have a thorough grounding in the major ethical theories as these relate to human communication;
- be able to reason ethically regarding issues related to interpersonal, group, public, mass media, and social media communication contexts;
- possess a deeper understanding of their personal ethical positions and an appreciation for—though not necessarily agreement with—the positions of those who disagree with them;
- be adept at articulating, critiquing, and supporting their ethical positions; and,
- be capable of in-depth ethical analyses and critiques with respect to a wide range of communication contexts.

Assignments/Grading:
Your grade for COMM 584 will be based upon the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>40%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>40%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading:
- A 90 – 100%
- B+ 87 – 89%
- B 80 – 86%
- C+ 77 – 79%
- C 70 – 76%
- F Below 70%
Course Policies:
Read the following policies carefully. Enrollment in the class constitutes agreement and understanding of these policies. Ignorance of these policies will not be an acceptable excuse for violating them.

Honor Code: At the College of Charleston, student conduct, including but not limited to academic honesty, is held to a high standard. Scholastic dishonesty is defined as any act violating the rights of another student in academic work or involving the misrepresentation of a students’ own work. Students who violate the College of Charleston’s guidelines on academic honesty risk earning zero points on the relevant assignment, an F for the course, and a permanent academic record mark. Please see http://www.cofc.edu/StudentAffairs/general_info/honor_system/ for additional details.

Attendance: Success in this course depends on regular attendance and a faithful engagement with course readings and concepts. Please let me know if you need to miss class.

Tardiness: Come to class on time. If you must arrive late, please let me know in advance. The same goes for leaving class early.

Late & Unfinished Work: I only accept hard copies of papers. Turning work in late is highly discouraged. Any material turned in late without prior notice will be reduced 10 points per calendar day late. Please arrange to turn in assignments early if you plan to be absent on the day an assignment is due.

Email: I check my email regularly during normal business hours and am usually prompt in responding to messages. When given an assignment, please anticipate problems in advance and talk to me about it in class or send me an email with some time allotted for a response. As a general rule, try to allot 48 hours for a response to your emails.

Special Needs: The College of Charleston provides reasonable accommodations to students who have disabilities, including learning disabilities, which may affect their capacity to participate in course activities or to meet course requirements. If you have any such needs, please talk to me as soon as possible.
TENTATIVE SCHEDULE (subject to change)

WEEK ONE:
Birsch, Ethical Insights
MacIntyre, from After Virtue (RP)
Glendon (SV 1-16)

WEEK TWO:
Aristotle, from Nicomachean Ethics (RP)
Johannesen (CE 157-186)
Martin (SVB 61-70)
Mill, from Utilitarianism (RP)
Reflection Paper # 1Due

WEEK THREE:
Hauerwas (SV 201-220),
Benestad (SV 221-252)

WEEK FOUR:
Wilson (SV 17-34)
Elshtain (SV 253-270)
Browning (SV 105-130)
Reflection Paper # 2 Due

WEEK FIVE:
Bok, Secrets

WEEK SIX:
Bok, Secrets (continued)

WEEK SEVEN:
Christians (CE 187-205)
Galston (SV 35-60)
Makau (CE 48-70)
Reflection Paper # 3Due

WEEK EIGHT:
Bok, Lying

WEEK NINE:
Bok, Lying (continued)
Exam #1

WEEK TEN:
Jaksa & Pritchard (CE 206-225)
Kramer & Kramarae (CE 226-244)

WEEK ELEVEN:
Sullivan (SV 185-200),
Kohler (SV 131-162)
Reflection Paper #4 Due

WEEK TWELVE:
Merton, from Seven Story Mountain (RP)
Wolfe (SV 163-184)

WEEK THIRTEEN:
Arnett (CE 27-47),
Blankenhorn (SV 271-282)
Popenoe (SV 71-104)
Wood (CE 5-26)

WEEK FOURTEEN:
Buber, I and Thou
Research Paper Due

WEEK FIFTEEN:
Buber, I and Thou (continued)

EXAM WEEK:
Exam #2 (Comprehensive Final Exam)
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Vince Benigni  Email: benigniv@cofc.edu  Phone: 953-7019

Department Name: Communication  Graduate Program name: Master’s in Communication

Course Prefix, Number, and Title: COMM 690: Communication Pedagogy

I. CATEGORY OF REVIEW (Check all that apply)

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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 2013

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

TWO EXAMPLE SYLLABI ARE ATTACHED
List prerequisites and/or other restrictions below

Students must have taken COMM 500, COMM 510, with 12 hours completed in the program and permission of the Graduate Program Director.

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

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td></td>
<td></td>
<td>03</td>
</tr>
</tbody>
</table>

B. Credit Hours 03

Is this course repeatable? ☐ yes  X no  If so, how many credit hours may the student earn in this course?

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.

Under the supervision of a graduate faculty member, the communication pedagogy course provides students interested in the teaching and/or coaching profession to develop a greater understanding of and appreciation for the teaching experience. The pedagogy course includes five elements: teaching, observation, reflection/critique, class management, and investigation of communication discipline.
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.

Upon completion of COMM 690, students will have met the following objectives:
1. Observe and critique various teaching styles and strategies.
2. Develop and deliver at least three different lectures/classes for a large lecture course.
3. Gain confidence in managing a classroom from student communication to grading.
4. Develop a familiarity with an area of communication through advanced study of undergraduate course materials and supplemental resources.

Although the proposed COMM 690: Communication Pedagogy requirements may differ by faculty supervisor, graduate students enrolled in the experience will be required to attend the undergraduate class in which they are assigned, generate and grade assignments as well as exams/quizzes, serve as an assistant to the professor in regard to classroom management and student interaction, read existing literature in communication pedagogy, reflect on their experience through a semester-long teaching-based project, and observe various teaching styles throughout their experience.

Students will receive three credit hours for their completion of the experience. The position has a one-term limit, meaning students can only receive credit in communication pedagogy for one semester.

To be considered for this prestigious graduate teaching experience, interested graduate students will have to submit an application along with a personal teaching statement.

In regard to the strategic plan, this course is intended to contribute to our outreach efforts in graduate education by offering a course that enhances professional abilities through academic investigation. Our graduate pedagogy (currently offered as a COMM 699: Independent Study) has afforded many graduates of our program funded doctoral assistantships and adjunct positions because of the teaching experience they gained through this program/proposed course.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<th>Student Learning Outcomes</th>
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<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>
</tr>
<tr>
<td>1. Learn, observe and critique various teaching styles and strategies.</td>
<td>The student will be assessed using the following measures and are expected to receive a passing grade:</td>
</tr>
<tr>
<td></td>
<td>- Assigned readings</td>
</tr>
<tr>
<td></td>
<td>- Master teacher evaluations</td>
</tr>
<tr>
<td></td>
<td>- Teaching Assistant Journal</td>
</tr>
<tr>
<td>2. Develop and deliver at least three different lectures/classes for a large lecture course.</td>
<td>The student will be assessed using the following measures and are expected to receive a passing</td>
</tr>
</tbody>
</table>

September 2011
3. Gain confidence in managing a classroom from student communication to grading.  

<table>
<thead>
<tr>
<th>grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching experience</td>
</tr>
</tbody>
</table>

The student will be assessed using the following measures and are expected to receive a passing grade:

- Teaching experience
- TA responsibilities
- Teaching Assistant Journal

4. Develop a familiarity with an area of communication through advanced study of undergraduate course materials and supplemental resources.  

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>• Teaching Experience</td>
</tr>
</tbody>
</table>

The student will be assessed using the following measures and are expected to receive a passing grade:

- Assigned readings
- Teaching Experience

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?

Building on at least 12 hours in the program, the experience in COMM 690 will introduce teaching concepts and classroom management and reinforce presentation/lecture delivery through course readings, one-on-one discussion with faculty supervisor, and course assignments.

---

**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.

There is no significant impact anticipated to other departments, programs and/or courses with the addition of this course.

---

**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.

There are no additional resources necessary to add this class to our curriculum or offer this class to our students.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  
Date: 2/6/13

Signature of Department Chair:  
Date: 2/9/13

Signature of Additional Chair*:  
Date: ________________

Signature of Schools’ Dean:  
Date: 2-12-13

Signature of Additional Schools’ Dean*:  
Date: ________________

Signature of the Provost:  
Date: 2/15/13

Signature of Budget Director/Business Affairs Office:  
Date: ________________

*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: 2/28/2013

Signature of Chair of the Graduate Council:  
Date: 3/18/13

Signature of Faculty Senate Secretary:  
Date: ________________

Date Approved by Faculty Senate: ________________
COMM 690: Communication Pedagogy
Fall 2013

Instructor
Amanda Ruth-McSwain, PhD
Associate Professor
Office Location: 9 College Way, room 110
Office Phone: 843-953-5783
Email: ruthmcswaina@cofc.edu

Course Description
The purpose of this course is to provide graduate students an understanding of the historical underpinnings and contemporary practices in communication pedagogy as well as facilitate the development of effective teaching skills. This course will emphasize interactive teaching experience/strategies, lecturing, planning courses, evaluating resource materials, grading and evaluation of student performance, development of personal teaching philosophies, and effective classroom management.

Course Objectives
This course is designed to enable students to pursue and achieve a variety of educational goals. The primary objectives specific to this class are:
1. Observe and critique various teaching styles and strategies.
2. Develop and deliver at least three different lectures/classes for a large lecture course.
3. Gain confidence in managing a classroom from student communication to grading.
4. Develop a familiarity with an area of communication through advanced study of undergraduate course materials and supplemental resources.

Required Readings


Additional readings will be available via OAKS. Course readings are drawn from scholarly books, academic journals, and other resources.

Assignment Descriptions

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Teaching Books</td>
<td>The textbooks will serve as core for learning and discussion. In order to demonstrate understanding of communication pedagogy, you need to make notes in your journal, be</td>
<td>100</td>
</tr>
<tr>
<td><strong>Three Master Teacher Evaluations</strong></td>
<td>With permission of the instructor, you will visit the class of three CoC professors to observe the teaching style and communication that affects the learning experience. Write an analysis of your observation and report your observations to the instructor.</td>
<td>50 pts/each</td>
</tr>
<tr>
<td><strong>Teaching Experience</strong></td>
<td>You will teach three undergraduate classes and supervise when needed. After each class, write a one-page, self-analysis and set goals for improvement. When you teach the class, use a combination of teaching strategies and provide the class with relevant sources on your topic. An outline/lesson plan will be due one week prior to the scheduled teaching experience.</td>
<td>100 pts/each</td>
</tr>
<tr>
<td><strong>Teaching Assistant Journal</strong></td>
<td>A crucial ingredient in the learning process revolves around the notes you keep in your reflective journal. You will be creating your knowledge through reflective writing of teaching experiences and observations. When you read, think, question, and write, you remember. Therefore, respond to observations, readings, experiences and personal thoughts throughout the semesters in your journal.</td>
<td>200</td>
</tr>
</tbody>
</table>
| **Teaching Assistant Responsibilities** | 1) **Class Attendance**: You are required to attend one class a week for the assigned course. It is important that you are aware of course announcements and deadlines in order to answer student questions.  
2) **Office Hours**: You are asked to hold two hours of office time a week. You may hold office hours virtually (through OAKS or another chat function) or simply be available by phone or email.  
3) **Assignment Development**: You will develop a short assignment that correlates with one (or more) of the classes you teach. The development of the assignment will include the assignment description, the assignment grading rubric as well as the grading of all submitted assignments.  
4) **Administrative Responsibilities**: Serve | 200 |
as the secondary contact for students by responding to emails and phone calls in a timely manner; Assist instructor with course preparation and activities; Assist instructor with course grading by adhering to institutional privacy and confidentiality acts; Conduct consultation sessions and assignment review sessions; Update grades and post announcements on OAKS.

| Total Points | 1000 |

<table>
<thead>
<tr>
<th><strong>Grading Scale</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 900-1000</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>B+ = 870-899</td>
<td>C = 700-769</td>
</tr>
<tr>
<td>B = 800-869</td>
<td>F = below 700</td>
</tr>
</tbody>
</table>

Please note: An “A” grade in this class means significant achievement. As such, grades will not be rounded up; 899 points merits a “B+” grade.

**Academic Honesty**

When students enroll at the College of Charleston, they commit themselves to the standard drafted and enacted in the Honor Code. In adopting this honor code, the students of the College of Charleston recognize that academic honesty and integrity are fundamental values of the campus community. Students who enroll at CofC commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a College of Charleston education is dependent upon community acceptance and enforcement of the honor code.

Just as a reminder, the College of Charleston Honor Code forbids lying, cheating, stealing and plagiarism. Students who violate this code in COMM 690 will fail the course. NO EXCEPTIONS, NO EXCUSES. Such behavior diminishes credibility as a professional and will not be tolerated. For a complete version of the Honor Code and all related processes, please see the Graduate Student Handbook.

In addition, as a TA you will be privy to confidential student information. This privilege comes with great responsibility. Please review the College of Charleston Privacy Policy found here - http://www.cofc.edu/policies/privacypolicy/index.php

**Special Needs and Accommodations**

Students with disabilities will be provided with accommodations as per College policy. Please speak to me privately at the beginning of the semester if you have any questions or concerns. In addition, the Center for Disability Services coordinates the needed accommodations of students with disabilities; this includes registering disabilities, recommending academic accommodations within the classroom, providing interpretation services and mediating faculty-student disability related issues.
COMM 690: Communication Pedagogy
Teaching Assistantship for COMM214D

Study Topic: Communication Pedagogy (3 credit hours)

Study Student: Alex Rogers (Comm214), Spring 2013

Course Description: Understanding the contemporary practices in communication pedagogy and the development of effective teaching, leadership and professional skills. The study will emphasize interactive teaching, leading discussions, lecturing, session planning, grading and evaluation, teaching philosophies, and effective classroom management.

Semester-long Course Assignment: COMM 690 acts as a "teaching internship" whereby students run two autonomous lab sections of COMM 214D for the semester. Students will build a teaching portfolio to demonstrate their teaching effectiveness and document what they have learned over the course of the semester of teaching.

I expect each portfolio will differ depending on your focus and your future professional or academic goals. You should work with your instructor of record in determining the best plan for you. Regardless, there are a few “rules” of the assignment that all of the portfolios should adhere to. The core principles of this assignment are 1) reflection on the learning process and 2) an assessment of pedagogical growth. Every portfolio should include, at a minimum, the following work products from this teaching internship:

- A current resume or C.V.
- A statement of teaching philosophy
- A journal that connects what you are doing in the classroom to pedagogical texts, including your challenges, successes, etc.
- Examples of graded student work with your comments/assessment
- Teaching materials you’ve developed
- Teaching evaluations of students and the instructor(s) of record
- Either a mini-lecture designed and delivered for COMM214 QR the design of a new week’s lab session (to be tested that semester and possibly integrated into future courses)

Dr. Helen Barrett, an internationally known researcher on portfolios in education, says, “the real power in a portfolio is the student reflecting on the learning” (http://blog.helenbarrett.org/). Keep that in mind as you build your portfolio. Your portfolio can do more than “collect” and house your final assignments. It can also document the steps in the process of teaching and what you have learned along the way. For example, you can include components like brainstorming notes, rough drafts of materials, reflections, evidence of student interactions, and the like. These components will allow you to assess your progress and growth as a teacher.

A crucial ingredient in the learning process revolves around the journal. You will be creating your knowledge through your reflective writing. When you read, think, question, and write, you remember. The textbook(s) determined by you and your instructor of record will serve as a tool for learning and discussion. In order to demonstrate understanding of communication pedagogy, you need to think about the concepts, make notes in your journal, and be ready to talk about the concepts read. Think of
your journal as an informal paper which develops on a weekly basis. In particular, you can consider the following:

- What was significant to you in the reading?
- How do these concepts illuminate your experiences?
- What questions do you have after reading/observation?
- How did these principles affect your educational experiences?
- What in your own teaching can be explained or modified by these principles?

The following criteria will be used to assess the quality of your portfolio:

- The professional quality of the portfolio
- The quality of the materials included
- Evidence of careful reflection on your teaching
- Your verbal presentation of your work/portfolio
Change/Delete Graduate Program Proposal Form

Contact Name: Vincent Benigni  Email: benigniv@cofc.edu  Phone: x7019

Department and School Name: Communication  Name and Acronym of Graduate Program: Communication/MCOM

Date (Semester/Year) changed/deleted program will take effect: Fall 2013

I. CATEGORY OF REVIEW (Check all that apply)

☐ Change Request (attach details):
   ☐ Add existing course or courses to requirements or electives
   ☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
   ☐ Delete courses from requirements or electives
   ☐ Add new emphasis (check one): ☐ concentration  ☐ track  Total # of hours:
      (note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Terminate Program (check one): ☐ Degree  ☐ Certificate  ☐ Emphasis (concentration/track)
   (If checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? ☐ Yes  ☐ No
If yes, what semester will students complete the program?

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included
with this form for each course deletion.

☐ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new
emphasis—please provide the details below.

We would like to eliminate 521 (Seminar in Small Group Communication) or 580 (Seminar in Communication), choose one of two; these are courses/requirements listed as Option 3 on the
catalog/website as a core requirement. This was put in place early in our program when we had few
elective choices. Also, 521 is proposed to be eliminated because we do not, and have not, taught graduate
courses in small-group communication. Students still can take one or multiple 580/special-topics courses
to fill out their 33-hour requirements, but with this proposal, wouldn’t have to take 580 to graduate.
III. RATIONALE or JUSTIFICATION

For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

Covered in Part II; there are enough electives in our program that students may not choose to have a special-topics/580 course to complete their requirements. Again, we propose to eliminate Option 3 as listed in Part IV.

IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

Required Courses:

Required of all students
COMM 500 Introduction to Graduate Studies in Communication
COMM 510 Communication Theory

Option One (Choose One):
COMM 501 Quantitative Research Methods
COMM 502  Qualitative Research Methods

**Option Two (Choose One):**
COMM 681  Classical Rhetorical Theory
COMM 682  Modern and Contemporary Rhetorical Theory

**Option Three (Choose One):**
COMM 521  Seminar in Small Group Communication
COMM 580  Seminar in Communication

Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  □ Yes  □ No

---

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</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>
</tr>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
Additional Outcomes or Comments:

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

There is no expected impact.

Is this changed/deleted program used by others? □ Yes □ No
If yes, please provide a letter of support in each case.

VII. 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.

There are no costs foreseen with this action.
VIII. APPROVAL and SIGNATURES

Signature of Program Director:

[Signature]

Date: 2/6/13

Signature of Department Chair:

[Signature]

Date: 2/9/13

Signature of School Dean:

[Signature]

Date: 2/12/13

Signature of the Provost:

[Signature]

Date: 2/15/13

Return form to the Graduate School Office for Further Processing

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

[Signature]

Date: 2/29/2013

Signature of Chair of the Graduate Council:

[Signature]

Date: 3/18/13

Signature of Faculty Senate Secretary:

[Signature]

Date: 

Date Approved by Faculty Senate: 

September 2011
CHANCE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Vincent Benigni  Email: benigniv@cofc.edu  Phone: x7019

Department and School Name: Communication/HSS  Name and Acronym of Graduate Program: MCOM

Date (Semester/Year) changed/deleted program will take effect: Fall 2013

I. CATEGORY OF REVIEW (Check all that apply)

☐ Change Request (attach details):
  ☒ Add existing course or courses to requirements or electives
  ☐ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
  ☐ Delete courses from requirements or electives
  ☐ Add new emphasis (check one): ☐ concentration  ☐ track  Total # of hours:

  (note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Terminate Program (check one): ☐ Degree  ☐ Certificate  ☐ Emphasis (concentration/track)

(if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? ☐ Yes  ☐ No
If yes, what semester will students complete the program?

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included with this form for each course deletion.

☐ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below.

We are requesting to add COMM 680 (Seminar in Rhetoric) as one of the choices for the core course in Rhetoric along with 681 (Classical Rhetoric) and 682 (Modern and Contemporary Rhetoric). The 680 course is more of a special-topics and genre-specific offering that would still cover the requisite theories and critical discourse functions of the other two courses presently in the core group. So it will be “choose one of three” instead of “one of two.”
III. RATIONALE or JUSTIFICATION

For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

We have offered special-topics courses in rhetoric before. This proposal allows for more flexibility among our faculty in teaching rhetoric, and also allows for analysis of a specific genre that may be timely and provocative in a cultural and climactic perspective (current issues), rather than the more formulaic/historic structure of the existing two rhetoric courses.

IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

COMM 680/681/682 – choose one of three for the rhetoric requirement

The pre-requisite courses for COMM 680 will be COMM 500 and COMM 510.

*Please note, the program is proposing four electives that will not change the program.

Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  x  Yes  □ No

September 2011
V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</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>
</tr>
<tr>
<td>1. Demonstrate and analyze knowledge of rhetorical study.</td>
<td>This outcome is measured by sustained, semester-long assessment (e.g. papers, presentations, exams, seminar discussion).</td>
</tr>
<tr>
<td>2. Evaluate and create original research in an area of rhetorical study.</td>
<td>This outcome includes assessment that accounts for how rhetorical theory and criticism is researched by culminating in an original research project that undergoes revision and refinement.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tr>
</tbody>
</table>

**Additional Outcomes or Comments:**

Some study of textual analysis will be introduced in the COMM 500 course, but COMM 680 ensures that this content and skill are reinforced and demonstrated. COMM 680 supports all program-level outcomes (demonstrate proficiency in applying communication theories to practice; demonstrate proficiency in research design and analysis; demonstrate proficiency in a specific area of communication through a course project and/or external environment).

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses: if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

There is no expected impact on the program associated with this proposal.
Is this changed/deleted program used by others? □ Yes  □ No  
If yes, please provide a letter of support in each case.

VII. 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.

There are no expected costs associated with this action.
VIII. APPROVAL and SIGNATURES

Signature of Program Director:

Signature of Graduate Program Coordinator:

Signature of School Dean:

Signature of the Provost:

Date: 2/16/13
Date: 2/19/13
Date: 2/12/13
Date: 2/15/13

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: 2/28/2013

Signature of Chair of the Graduate Council:

Date: 3/18/13

Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate:
Contact Name: Vince Benigni    Email: benigniv@cofc.edu    Phone:  x7019

Department Name: Communication    Graduate Program name: MCOM (Communication)

Course Prefix, Number, and Title: NOTE: ***Deleting nine (9) courses at one time

### I. CATEGORY OF REVIEW (Check all that apply)

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

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2013

### 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
List prerequisites and/or other restrictions below

Will this course be added to the Degree Requirements?

a) □ Yes □ 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?

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.
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.

COMM 507 (Communication Management) - Hasn’t been taught in five years or so; not a fit in our current program

COMM 521 (Seminar in Small Group Communication) - Our program does not focus on small group communication; this number/course at one time served some special-topics courses, but 580 (Seminar in Communication) is a much clearer avenue for such offerings. 521 has never been taught as a “course” in small group, but rather as a special topics course. It is not a fit for our current program structure.

COMM 524 (Speech Writing) - Hasn’t been taught in five years or so; not a fit in our current program

COMM 525 (Executive Communication) - Hasn’t been taught in four years or so; not a fit in our current program

COMM 535 (Public Relations Campaigns) - Unsuccessful (in comparison to our other courses in MCOM) in last two offerings because students aren’t grounded in public relations to conduct client-based/related campaigns; not a fit in our current program

COMM 538 (Health Communication) - Will still be taught, but as part of the proposed/new COMM 520 (Communication Campaigns), in which several themes/disciplines will be a part of a rotation (along with political communication, social marketing, etc.)

COMM 549 (Risk Communication) - A bit too “niche” of a course for the objectives of our current program, and not a fit for the objectives in our current program

COMM 594 (Political Communication) - As with 538/Health Communication, this will be still be taught but as part of the proposed/new COMM 520 (Communication Campaigns), in which several themes/disciplines will be a part of a rotation (along with health communication, social marketing, etc.)

COMM 698 (Tutorial) - This served (years ago) on occasion as a “catch-all” for a directed-readings or other individual-person course in lieu of an independent study; all individual projects from now on should fit into COMM 699 (Independent Study), 701-702 (Thesis), or 795 (Internship), as well as the proposed new COMM 689 (Communication Pedagogy)

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
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<tr>
<td>What will students know and be able to do when they complete</td>
<td>How will each outcome be measured? Who will be assessed.</td>
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</table>

September 2011
<table>
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<tr>
<th>the course?</th>
<th>when, and how often? How well should students be able to do on the assessment?</th>
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<td>4.</td>
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</tbody>
</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.

Because we are a smaller program, and have recently made the move to teach our core courses (500 and 510 in fall, 501 or 502 in spring, 681 or 682 in spring) each year to better serve our students with a more consistent learning environment, we have reduced the number of elective offerings for our students in MCOM. Students have two elective choices each fall and one choice in spring, and are encouraged/allowed to take one cognate course outside of Communication that fits the scope of our program. Therefore, having a large array of courses - many of which are rarely or never taught - gives a false impression of coursework available to students and Communication faculty.

We are adding four courses that better fit the scope of our program that will be addressed in another course form. These courses in Media Effects, Race, Gender, Class and Media, Communication Campaigns and Communication Pedagogy better fit our faculty strengths as well.
There are no credit-hour changes (33 is still the requirement), and programs such as MPA have embraced our cognate model (students can take one course outside of MCOM), and a number of students have taken courses outside the degree program. For example, several MCOM students have taken an MPA course this past year, and in COMM 514 (Social Media) alone in Fall 2012, four outside students took the course, and we will encourage outside students to take our courses if there is a fit.

Many of the proposed deactivated courses were developed when the MCOM program had a focus on organizational and corporate communication (that included an ORCC certificate that has since been eliminated); the degree/curriculum is now much broader and aligns more closely to our newly designed undergraduate curriculum (eclectic, theory and research-based, flexible in nature, fitting the liberal arts tradition of the College).

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.
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  

Signature of Department Chair:  

Signature of Additional Chair*:  

Signature of Schools’ Dean:  

Signature of Additional Schools’ Dean*:  

Signature of the Provost:  

Signature of Budget Director/Business Affairs Office:  

*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:

Signature of Chair of the Graduate Council:

Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate:

September 2011
### MCOM Course Prerequisite Revisions

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Current Prerequisites</th>
<th>Desired Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 501</td>
<td>None</td>
<td>COMM 500</td>
</tr>
<tr>
<td>COMM 502</td>
<td>None</td>
<td>COMM 500</td>
</tr>
<tr>
<td>COMM 680</td>
<td>COMM 500 and COMM 510 or permission of Graduate Program Director</td>
<td>COMM 500 and COMM 510</td>
</tr>
<tr>
<td>COMM 681</td>
<td>COMM 510 or consent of instructor</td>
<td>COMM 500 and COMM 510</td>
</tr>
<tr>
<td>COMM 682</td>
<td>COMM 510 or consent of instructor</td>
<td>COMM 500 and COMM 510</td>
</tr>
<tr>
<td>COMM 690</td>
<td>None (proposed new course)</td>
<td>COMM 500, COMM 510, 12 hours completed in the program and Permission of Graduate Program Director</td>
</tr>
<tr>
<td>COMM 699</td>
<td>Permission of Instructor/Graduate Director</td>
<td>COMM 500 and Permission of Graduate Program Director</td>
</tr>
<tr>
<td>COMM 701</td>
<td>Permission of Graduate Program Director</td>
<td>Permission of Graduate Program Director</td>
</tr>
<tr>
<td>COMM 702</td>
<td>Permission of Graduate Program Director</td>
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</tr>
<tr>
<td>COMM 795</td>
<td>Permission of Graduate Program Director</td>
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