CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

PART I – Course Information

Course Type
☐ Existing/Restructured
☒ New Course Proposed Fall 2016
    If new, have you submitted a Form B to the SHSU Curriculum Committee? ☒ Yes ☐ No

Course Prefix & Number: MCOM 1130

Course Title: Media Literacy

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course requires students to critically examine and analyze media found in the world around them. Through in-class discussions, interactive media demonstrations, and other experiences this course helps students make sense of and control their media environments, as well as develop a critical approach to understanding and creating media. Prerequisite: none. Credit 1.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:)
☒ No

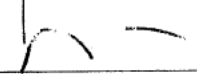**Number of Sections to be Offered per Academic Year**: 3

Estimated Enrollment per Section: 30

Course Level (freshman, sophomore): Freshman

Requestor(s) Full Name(s) [(designated department rep(s) – contact person(s)]: Debbi Hatton

E-Mail Address: Hatton@shsu.edu

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Approvals		
Department Chair:	Signature	9-9-15 Date
Academic Dean:	Signature	9 15 11 Date

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271

PART II – THECB Foundational Component Areas

See *Appendix* for full description of each component area.

Select Component Area: IV. Language, Philosophy Culture

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: In an ever-changing media landscape dominated by scandal and outrage, today's consumer can become quite overwhelmed by the sheer volume of material presented across various platforms. Even the savviest reader may have trouble differentiating fact from fiction and opinion from fact as "traditional" media such as newspapers and the evening news have found themselves replaced by 24-hour news networks, satire shows and websites, and a multitude of blogs and activist organizations masquerading as legitimate news outlets. This course will introduce to students this ever-evolving landscape, as well as to concepts related to mass media theory, and provide strategies for effectively navigating this media. Through a series of projects, students will be exposed to how "reality" is manipulated across all journalistic media—and how this crosses over in popular culture, television, the web, photography and other mediums—through commentary, visual effects and the creation of narratives through editing. The skills students learn in this class will help them understand how bias operates and prepare them to be more critical media consumers; will broaden their understanding of the way messaging is shaped; and will introduce them to the pervasive stereotypes and issues associated with race, ethnicity, gender, and identity that are often reinforced by the messaging they consume.

PART III – Course Objectives & Student Learning Outcomes

Insert the applicable course objectives stated in student learning outcomes(e.g., Students completing the course will be able to…) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able show evidence that they understand the tools and techniques of media creation, as well as evaluate the strengths and weaknesses of these tools and techniques.

How will the objective be addressed (including strategies and techniques)?
The main goals of this objective are to ensure that students can appropriately identify various forms of writing styles (news, feature, editorial, advertorial) and the techniques utilized in the media-creation process. Students will learn to distinguish between resources based on characteristics such as content, organization, intended audience, and the dynamics that come into play with the corporate ownership of the media as they begin selecting navigation strategies. Through an understanding of the way media creation operates, students will evaluate the strengths and weaknesses of the tools and techniques utilized in different media platforms, and ultimately will be able to evaluate the strengths and weaknesses of the sources themselves.

Describe how the objective will be assessed: Students will begin to understand the various writing styles and other media-creation techniques through an exposure to those media in lecture and in practice, via outside reading or viewing assignments and in-class discussions. Through weekly journal entries, students will consider what they've discussed in class and apply these lessons by examining and documenting their own daily interactions with various media. Journals will be submitted to the professor on a regular basis for feedback, enabling students to continually improve the quality of their analysis, as well as evolve in their critical evaluation of the complexities they will confront in the class.

Objective/SLO 2: Students completing this course will be able to demonstrate that they can identify the credibility of various media platforms and evaluate the media message.

How will the objective be addressed (including strategies and techniques)?
As students develop a language for media technology and signification through the introduction of media theory, students will begin to distinguish between sources that exploit bias and those that strive for objectivity. Through problem-based learning in small groups, assignments will encourage students to work together to identify various media strategies and evaluate their effectiveness, their reliability and the motivations behind that particular messaging. This will allow students to begin thinking about how the media can both shape and reinforce societal beliefs.

Describe how the objective will be assessed: Small-group assignments will utilize discussion tools via written assignments that will ask students to explore the credibility of sources by exploring perceived biases and the messaging that reinforces those biases. Students also will begin to directly confront and assess their own preconceived ideas about media, technology and literacy through the weekly journal requirement, which, as the semester progresses, will ask students to compare their own experiences, beliefs and values to those with whom they work in group assignments, offering them an opportunity to examine their own personal biases.

Objective/SLO 3: Students completing this course will demonstrate the ability to interpret how media messages create meaning, identify who created a particular message and evaluate the effectiveness of that message.

How will the objective be addressed (including strategies and techniques)?
Students will begin to recognize media's ability to both create the news and influence the beliefs of its audience, as well as to describe the changes that have transformed the way we create and consume media, through a series of active-learning exercises designed to highlight the commercial culture of the media (through advertising and the permeation of advertising into other areas). Groups will compare various media to identify how content is manipulated to create a desired image or narrative, such as in the visual message (photography selection in newspapers or video editing and body language in shots) and in semiotics (the meaning behind media messaging, or the idea of a news "angle" or public relations "spin"). Students will be responsible for identifying the ways in which messaging is altered, address potential motivations for presenting information in various contexts, discover the part of the story that's not being told, and discuss some of the cultural and societal effects of that messaging.

Describe how the objective will be assessed: The group projects will be evaluated on students' abilities to apply the concepts and media theory to provided discussion tools and written assignments that target areas such as advertising, Photoshopped images, "reality" TV and news segments, which will allow students to see a progression in the ways the creation of media has spread to different channels.

Objective/SLO 4: Students completing this course will be able to articulate the cultural and political implications of communication, especially related to concerns of power and equity and how media technologies interact with identity.

How will the objective be addressed (including strategies and techniques)?
As students begin to understand how messaging is created in the media, they also will begin to explore the implications of this created messaging in the context of our media system. Students will examine how various media work to either reinforce or dismantle dominant ideologies, as well as the way the media represents gender and ethnicity, all of which has an effect on the personal identity and equity of those who consume these media. Students will come to understand the importance of reading the "silences"—that is, things that are not said or messaging that is implied. They also will explore the political ramifications of the 24-hour news networks, in particular, through a comparison of the messaging presented in both. Ultimately, students will be able to utilize these media skill to critique the media with the media.

Describe how the objective will be assessed: Lectures, reading/viewing assignments and in-class discussion will expose students to the differing thoughts and opinions of others, whose understandings are experiential and may be influenced by their gender, race, culture, etc. This would be reinforced through prompted journal entries, wherein students would be asked to consider various arguments and/or put themselves into the position of someone whose beliefs or experiences he or she may not understand. A final group project would support this objective by asking students to create a project that examines an area of the media (a particular TV show, video game, etc.) within this context. These final projects would then be presented to the class to highlight the ubiquity of the media and its effects across platforms and/or mediums.

Objective/SLO 5: n/a

How will objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each objective will be assessed. ***Address ALL skill objectives associated with the selected Component Area. ([See Appendix](#))***

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1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
Students learn to think creatively and critically about various media platforms as means of credible information beyond a simple Google search; through analysis and evaluation, they will come to understand that not all sources are created equally and, in fact, many contain biases that have become difficult to discern. Students are asked to examine the affiliations of sources and examine potential motivations in assessing the credibility of these sources. Students also are introduced to media theory and techniques that have become blurred in the modern media landscape so that the students can understand that different styles of writing have different goals or purposes, which also lend to a source's credibility.

Analyzing bias and motivations move students toward understanding that the commercialization of the media has permeated to many other platforms. Through inquiry and creative thinking, some of the larger-scale, societal effects of that commercialization will be unveiled as students undertake projects that ask them to evaluate the motivation of messaging (those of its audience, for example) and what values that messaging reflects.

The synthesis of all of this information will ultimately allow students to begin critiquing their own ideas, values and beliefs, as well as those of the "media," in comparison to those of other cultures and genders.

Describe how the skill will be assessed: The ability to think critically and creatively are assessed through journal entries that will progressively tackle more complex subjects throughout the semester. Students are asked to participate in discussions on topics that may challenge their current understanding of the way media operates and are given projects that will require them to have a thoughtful discourse before critically analyzing an image, video clip, advertisement, etc. The culmination of these projects and journaling is a final project that will require students to develop a topic (TV show, video game) wherein they apply the theories and ideas addressed throughout the semester and present that project for the class.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Students will respond to "discussion problems" in written form via a class journal, which will allow the students to interpret the complex issues presented in class and express their thoughts on these issues as the class progresses. Students also will work in groups on written projects that will allow them to compare visual communication and critically interpret how messaging is altered, potential motivations for presenting information in various contexts, the part of the story that's not being told, and some of the cultural and societal effects of that messaging.

Students will ultimately develop a final project that requires them to apply the material to a topic/area of media of their choosing, which will be presented orally in class.

Describe how the skill will be assessed: Students will be assessed throughout the semester as they respond in their journals to issues that are addressed in class and work in groups on a series of projects that ask them to apply the material explored in class. Students also will be assessed on their final group project using a rubric that will allow the instructor to rate the project's different elements.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?
n/a

Describe how the skill will be assessed:

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?

Describe how the skill will be assessed: n/a

5. <u>Personal Responsibility</u>: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
Personal responsibility is evident both in the regular journal entries required for this class, as well as in regular class attendance and participation. Because topics build on one another and the journal will require response from students on topics discussed in class, much of the class assignments require students to regularly attend and actively participate.

Multiple assignments are based on group participation and activity, and students must, therefore, be diligent in their activity level and contribution to the group's progress. Several projects ask students to examine areas and resources such as advertising and Photoshop, for which students are expected to think creatively and critically, as well as include different perspectives; therefore, it is necessary for students to take personal responsibility for their involvement to ensure their voice is included in each project.

Describe how the skill will be assessed: Course participation is built in to student grades, which enable students to see a connection between their choice to actively participate in discussion and projects and the resulting consequences. Multiple projects, including the journal, are assessed by each individual's contribution, which also reflect in the grade of each project.

Finally, students also can connect their own choices and actions to consequences during the final project, which includes examining the ethical and social implications of a medium (a TV show, video game, etc.) on culture/society. For the project, students identify and develop their individual challenges and then work as a group in applying the materials and theories learned throughout the course as part of the project's components.

6. <u>Social Responsibility</u>: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
Social responsibility is at the core of this course because of the interconnectedness of the media and everyday life. Students are asked to examine advertising, the news, satire, blogs, social media, television and other mediums as a means of understanding how communication is driven by narratives that are formed through messaging and editing. These narratives have become the basis of the American belief system, as they either reinforce or dismantle stereotypes and/or other ideologies that have become associated with politics, the law/crime, racism, and feminism, among many other areas.

Students become socially responsible, then, by engaging in discussions on issues that might otherwise make them uncomfortable, thereby broadening their exposure to the mindset of others and, hopefully, helping them to understand that the experiences of others differ from their own experiences. For example, in a project on Photoshopped images, male students may examine how the application of the software affects a woman's self image, or even the identity of a woman of color. As students from all backgrounds engage in topics that affect people from all over the globe, students come to understand that intercultural awareness is itself a civic responsibility.

Describe how the skill will be assessed: Students will be assessed through course participation in projects that increasingly call for the examination of the moral and social implications of the way messaging is created. Students also will be assessed in their abilities to think critically and consider other viewpoints in their journals. The final project asks students to develop a larger-scale project that will apply the materials learned in class by evaluating a medium (TV show, video game, etc.) on its cultural implications to society at large.

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Course introduction and overview
Week 2	Why Increase Media Literacy? Media Literacy, Democracy, and Freedom of Expression
Week 3	How to Think About Media Literacy—An Introduction to Media Theories, Models, Approaches
Week 4	Mass Media Industries: A Historical Perspective
Week 5	Mass Media Industries: The Economics Game
Week 6	Advertising and images
Week 7	Mass Media Audience: An Industry Perspective—Ownership and Effects
Week 8	The commercialization of culture
Week 9	Mass Media Audience: Individual Perspective
Week 10	Representation and Stereotyping in Mainstream Media
Week 11	Mass Media Content & The Future of News
Week 12	Media Bias—The Propaganda Model
Week 13	Mass Media Effects; Community Media and Internet Activism
Week 14	Springboard: Twelve Guidelines
Week 15	Final presentations and course reflection

2. Attach course syllabus

Syllabus Attached?   ☒ Yes   ☐ No

Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Foundational Component Areas	Required Skill Objectives					
	Critical Thinking	**Communication**	**Empirical & Quantitative**	**Team Work**	**Social Responsibility**	**Personal Responsibility**
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271

Sam Houston State University
Department of Mass Communication
MCOM 1130: Digital Media Literacy
Section (xx) (CRN xxxxx)
Semester: xxx / 1 credit hour
Meeting days/times/location

Instructor: XXXX
Phone/Email: XXXX
Office: XXXX
Office Hours: XXXX

Course Description
This course requires students to critically examine and analyze digital media found in the world around them. Through in-class discussions, interactive media demonstrations, and other experiences this course will help students make sense of and control their media environments, as well as develop a critical approach to understanding and creating media. No prerequisites. 1hr credit.

Course objectives
During this class, students will
- Develop an understanding of the tools and techniques of media creation, as well as evaluate the strengths and weaknesses of these tools and techniques;
- Identify the credibility of various media platforms and evaluate the media message;
- Interpret how media messages create meaning, identify who created a particular message, and evaluate the effectiveness of that message; and
- Articulate the cultural and political implications of communication, especially related to concerns of power and equity and how media technologies interact with identity.

Required Text
Introduction to Media Literacy by W. James Potter (ISBN: 978-1483379586)
Other readings and clips may be available through this course's online Blackboard site

Class approach
Attendance & participation: 10%
Journals: 10%
Group projects: 60%
  (4 projects, 15% each)
Final project: 20%

Grading scale:
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F < 60%

Journals
Students will be responsible for submitting ¾ to 1 typed, single-spaced page (font: in the Cambria/Times family, size 12) in response to topics addressed in the readings, lectures and/or in-class or in-group discussions, as directed by the instructor. In these assignments, students are asked to consider their own interactions with the media and think critically (which doesn't necessarily mean negatively) about the topics at hand. Students are encouraged to consider the alternative to their own opinion in their writings. Journals will be evaluated with a score of 95, 85, 75 or 0 based on the coherency of the writing and students' abilities to think critically.

Group projects
Students will be given four small-group assignments that will align with the text and the objectives for this class. These assignments will be evaluated on the depth and quality of the responses. All students are responsible for doing their fair share of group projects, or risk being given 0 credit.

Final project
The final group project will comprehensively cover the material presented in this class. In addition to a written analysis of the project, groups will present on their topic during a five-minute presentation during the final exam period.

Preparation of Work
Assignments must be typed in Microsoft Word and submitted via Blackboard as a Microsoft Word attachment. Handwritten work is unacceptable. Grading criteria includes accuracy, spelling, punctuation and grammar, as well as adherence to specific guidelines provided for the assignment.

Deadlines
Students must turn in work before the deadline, in the manner specified. Unexcused absences do not extend deadlines; all students will be responsible for contacting the instructor or classmates to get assignments in the event of a missed class. Late work will receive zero credit. In this class, a deadline is at the beginning of class the day work is due, unless otherwise designated.

Make-up Work
Students may make up exams ONLY with an excused absence (and within 24 hours of returning to class), with permission of the instructor. Work missed due to an unexcused absence will count for zero credit. It is your responsibility to contact the instructor to arrange a make-up. Tests for university-sanctioned activities with documentation may be scheduled before or after the absence.