

Eastern Illinois University
Revised Course Proposal
CMN 3500, New Media Practices

Agenda Item #12-59 Effective Spring 2013 Revised, Effective Fall 2017

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CMN 3500
2. **Title (may not exceed 30 characters, including spaces):** New Media Practices
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-2-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:**
7. **Course description:**

This workshop-based course introduces students to cross-platform digital production with an emphasis in branding, framing, narrative, and deploying symbols across various new media. This course melds social media and public relations with audio/visual production skills in order to communicate a unified message across various media in a constantly changing new media environment.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

N/A.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Prerequisites: CMN 2520 or JOU 3920

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☒ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: D or better.

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): N/A.

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a
major minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: N/A.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: N/A.

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A.

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☐ lecture ☐ lab ☒ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

After completing this course, a student will be able to:

1. Integrate communication theory into multi-media and cross platform production skills.
2. Apply the knowledge and basic language of audio and digital video aesthetics and composition.
3. Implement basic layout and design skills.
4. Utilize the essentials of field production, project conceptualization, composition, sound, lighting, and non-

linear editing.

5. Conduct interviews across multiple mediated platforms.
6. Integrate branding into each stage of the process with a focus on narratives.
7. Develop insight into theoretical questions facing contemporary producers of visual culture in a changing media ecosystem.
8. Critique and evaluate peer projects based on contemporary new media.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

N/A

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

N/A

- 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Objective	Brand Analysis/ Narrative	Photo Slideshow	Video Overview	Podcast	Mini-Doc	B-roll/ V.O	New media analyses	Final Reflection/ Future Directions
1.	X				X	X	X	X
2.		X	X	X	X	X	X	
3.		X					X	
4.		X	X	X	X	X	X	
5.			X	X	X	X	X	X
6.	X	X	X	X	X	X	X	X
7.	X		X	X	X		X	X
8.	X	X	X	X	X	X	X	X

- 3. Explain how the instructor will determine students' grades for the course:**

Grade Breakdown

Attendance/Participation: 15%
 Brand Analysis/Narrative: 10%
 Photo Slideshow: 8%
 New Media Analyses: 10%
 Audio Podcast: 8%
 Documentary Short: 20%
 Video Overview: 10%
 B-Roll/V.O: 8%
 Final Reflections/Future Directions: 11%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

N/A.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

N/A.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course Calendar

Week 1. Introduction to the course. What is "cross-platform" or New Media? How does one conceptualize a multi-media project and present a unified message? Linking production to Public Relations theory.

Week 2. Branding and framing and their relationship to organizations and causes. Examining branding and framing across different media.

Week 3. Blog creation and project management. Crafting a unified message across multiple projects and branding a cause or organization.

Week 4. Convergence and image management. Examining the world of mediated engagement and constructing mediated experiences.

Week 5. The mediated narrative across new media and cross-platform characterization.

Week 6. Visual composition and non-linear editing. Focusing on the act of framing an issue through the visual signifiers selected and shot composition. Workshop in non-linear editing program.

Week 7. Visual layout and design basics covering both screen media and print.

Week 8. Audio recording in the field. The creation and deployment of an episodic podcast.

Week 9. Audio field production continued focusing on the audio interview and post-production processing.

Week 10. Video composition focusing on shooting for exposition and conducting an on-camera interview.

Week 11. Deploying narrative and characterization in video. Examining contemporary new media articulations of the promotional video.

Week 12. Documentary structures in narrative, branding, and production elements. Pre-production meetings for promotional videos.

Week 13. In-class documentary exercises. Peer critiques and collaboration on videos.

Week 14. Pre-production meetings for the mini-documentary.

Week 15. In-class editing and feedback on mini-documentaries stressing the process of production.

Exam Week: Reflection and future directions. Screening final projects.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Communication Studies majors examine a wide range of different media and media theories. In this course, students focus specifically on the creation and analysis of new media. As the media environment continues to shift, students require the skills, language, and theory, in order to produce content. Each new shift in the media landscape provides a new manner by which an individual or organization can construct a message. This course focuses on the criticism and production of new media, which differ fundamentally from the traditional media (ex: television, radio, print). Students require these skills as well as praxis (theory-informed practice) in order to become engaged citizens, media literate, and to contribute to organizations and causes that they support. The course also supports the integrative learning initiative by allowing students to apply what they have learned in the classroom to actual situations and organizations. This results in a powerful multi-media portfolio for our students, demonstrating their abilities to delineate between these various media while communicating a unified message.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. If the course or some sections of the course may be technology delivered, explain why.** N/A.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Prerequisites: CMN 3500 has been designed as an intra-disciplinary course to get students of both the Electronic Media Production and Public Relations options in conversation with one another. Thus, all students are required to take CMN 2520 (Introduction to Mass Communication) or receive permission

from the instructor. CMN 2520 links historical and contemporary understandings of the media industry, media texts, and media audiences to mediated message construction. This course supplies the base for understanding this formulation and students then operationalize this understanding in CMN 3500. CMN 3500 requires this linkage of theory to practice. Students of the Public Relations option must also take CMN 2920 (Introduction to Public Relations) or JOU 3920 (Public Relations in Society) or receive permission from the instructor. This course provides the fundamentals of public relations theory, a skill that these students will continue to develop throughout their program. This skill set, while beneficial, is not essential for students outside of the public relations option and would not prohibit Electronic Media Production students from gaining the skills from the course. The presence of students from both concentrations in the same classroom will lead to a rich diversity of perspectives on new media production.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** N/A.
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.** N/A.

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** This course is required for those in the public relations option and the students in the electronic media production concentration.
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.** N/A.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** David Gracon, Scott Walus, Carrie Wilson-Brown, Mike Bradd or other qualified faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A.

2. **Additional costs to students:**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

N/A.

3. **Text and supplementary materials to be used (Include publication dates):** No text is required for this course. All readings are provided by the instructors via the course management system. Readings will

include academic journal articles on theoretical perspectives, as well as popular culture texts (newspapers, magazines, on-line articles) on specific platforms.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: August 13, 2012

Date approved by the college curriculum committee: September 12, 2012

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: October 11, 2012

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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