

Eastern Illinois University
New Course Proposal
CMN 4450, Electronic Media Profession

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: *CMN 4450*
2. Title (may not exceed 30 characters, including spaces): *Electronic Media Profession*
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)]: *3-0-3*
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. Initial term of offering: ☐ Fall ☒ Spring ☐ Summer **Year:** *2012*
7. Course description (not to exceed four lines): *An overview of the Electronic Media profession, including an in-depth look at radio and television organizational structures, programming strategies, revenue streams, regulation, ethical standards, and current issues. WI*
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
None
 - b. 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. *CMN 2520 (Introduction to Mass Communication)*
 - 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): *None*
 - e. Repeat status: ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: *Juniors & Seniors*
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any: *Freshmen & Sophomores*
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] *Writing Intensive*
10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

1. *Students will identify common organizational structures in the Radio-TV industry.*
2. *Students will list typical programming strategies in radio and television.*
3. *Students will analyze/apply the various revenue streams found in the radio-TV industry.*
4. *Students will describe how the radio-TV industry is regulated.*
5. *Students will compare/contrast ethical and unethical practices in the radio-TV industry.*
6. *Students will analyze/apply current issues in radio and television.*

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:

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

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:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

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

1. *Mid-Term Exam*
2. *Final Exam*
3. *Reaction papers focusing on current issues in the radio-TV industry*
4. *Research paper*
5. *Oral presentation of research paper content*

Learning Objectives	Mid-Term Exam	Final Exam	Reaction Papers	Research Paper	Oral Presentation
Common Organizational Structures	X	X		X	X
Programming Strategies	X	X	X	X	X
Revenue Streams	X	X		X	X
Regulation		X	X	X	X
Ethical Practices		X	X		
Familiar with Current Issues		X	X	X	X

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

1. *Exams = 50%*
2. *Research Paper = 25%*
3. *Oral Presentation = 10%*
4. *Reaction Papers = 15%*

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
This course is delivered traditionally and is not technology delivered.
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives: *NA*
 - b. Describe how the integrity of student work will be assured: *NA*
 - 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.): *NA*
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: *This course is not numbered between 4750 and 4999.*
- a. course objectives; *NA*
 - b. projects that require application and analysis of the course content; and *NA*
 - c. separate methods of evaluation for undergraduate and graduate students. *NA*
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 *.) *This course is writing-intensive. Over 35% of the final course grade is based on writing assignments and one of the reaction papers must be revised by the student after instructor comments.*

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.

This course will be delivered in 45 fifty-minute class periods over 15 weeks:

Week 1: Electronic Media Industry overview (AM & FM Radio, Satellite Radio, Broadcast Television, Cable Television, Broadband Delivery)

Week 2: Organizational Structures & Staffing

Week 3: Programming Strategies (Radio formats & demographics, Network TV strategies, Local TV strategies including local programming and syndication)

Week 4: Programming Strategies (Re-purposing content for other platforms, Promotion)

Week 5: Audience Measurement

Week 6: Revenue Streams (Broadcast Advertising & Sales, User-funded content)

Week 7: Broadcast Media Ownership

Week 8: Commercial vs. Non-Commercial Broadcasting & Mid-Term Exam

Week 9: Regulation (The FCC, Common rules and regulations, Ownership caps)

Week 10: Regulation (Other regulatory groups: FTC, FAA, Indecency,

Week 11: Ethical Considerations (Importance of self-regulation, Common Codes of Ethics, Program content, Conflicts of Interest, Responsibility to Society)

Week 12: Current Issues (Decline of TV ratings and revenue, Moving content to the internet, Current regulatory issues)

Week 13: Oral Presentations of Research Papers

Week 14: Oral Presentations of Research Papers

Week 15: Oral Presentations of Research Papers

PART IV: PURPOSE AND NEED

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

The department currently does not have a class that comprehensively covers the operation of broadcast stations or the media industry in general. Content like programming strategies, revenue streams, and regulation are currently covered in less detail in existing courses. Electronic Media Profession will provide an opportunity to deliver a more comprehensive study of that content and focus more on current issues in a fast-changing industry. This class will also help students enter into a variety of occupations in the broadcast industry with in-depth knowledge of the profession.

- 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.** *NA*
- b. If the course or some sections of the course may be technology delivered, explain why.** *NA*

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

The material covered in this course and the depth of study are appropriate for the 4000 level. The sophomore-level prerequisite (CMN 2520) will help ensure students have an introduction to the material and a basic understanding before undertaking a more in-depth study in this course.

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

This course is not similar to any existing courses.

- 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.** *NA*
- 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.** *No courses will be deleted. This course fills a gap in the curriculum. There is no upper level, capstone course for Communication Studies majors in the Electronic Media Production concentration.*

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 will be required in the Electronic Media Production concentration of the Mass Communication option of the Communication Studies major.*
- 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.** *NA*

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.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** *Mike Bradd, Olaf Hoerschelmann, David Gracon, and 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.
2. **Additional costs to students:** *None*
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.)
3. **Text and supplementary materials to be used (Include publication dates):**
Albarran, A. B. Management of Electronic Media (4th Edition). 2010: Wadsworth.

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 will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: March 23, 2011

Date approved by the college curriculum committee: March 30, 2011

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

Date approved by CAA: April 14, 2011

***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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