

Eastern Illinois University  
**Revised Course Proposal**  
**EIU 4165G, Journalistic Media in Society**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** EIU 4165G
2. **Title (may not exceed 30 characters, including spaces):** Journalistic Media in Society
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:** This course examines the relationship between journalistic media and social, cultural, political, economic, and technological systems. The course discusses the function of journalistic media in the context of the media's major societal roles. WI
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
    - 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.  
Completion of 75 semester hours.
    - 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:
  - 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):  
NA
  - 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 or minor.

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

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:  
Journalism majors are excluded.

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

general education – senior seminar, writing intensive

**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:**

Upon successful completion of this course, students will be able to demonstrate an understanding of:

1. the role of journalistic media in democratic societies
2. the importance of a free press in democracy
3. the impact of news media messages on individuals in modern societies
4. the function of journalistic media within the context of social, cultural, political, economic, and technological systems

- 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.**

Objectives 1-4 are designed to support all three of EIU general education goals in that students will demonstrate their understanding of the course objectives through their written and oral presentations. Face-to-face and online delivery of this course will provide students with ample opportunities to achieve the general education goals. The course provides various opportunities to enhance students' ability to think critically and to function as responsible citizens and also provides opportunities for students to express themselves effectively in oral and written English.

**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**

NA

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

- Writing assignments (face-to-face & online delivery)
- Participation in class discussions (face-to-face); participation in discussions by posting their reactions to readings (online)
- Participation in discussion by posting their reactions to others' postings (online)
- Exams (face-to-face); essay quizzes and exams (online)
- Presentations (face-to-face & online)
- Research Paper (face-to-face & online)

Where appropriate a rubric is used to evaluate learning activities such as writing assignments and oral reports. Students are encouraged to express informed and considered opinions and arguments in various activities, primarily in discussion board threads following each week's readings. Classmates are available to provide feedback, ask questions or offer additional information based on their research. These activities also take place in face-to-face sections of the course.

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

Student achievement of the stated objectives will be evaluated based on the following activities and grades assigned according to the given percentages:

	Writing Assignments	Discussion Participation	Quiz	Exam	Presentation	Research Paper
	15%	15%	20%	20%	5%	25%
Objective 1	X	X	X	X	X	X
Objective 2	X	X	X	X	X	X
Objective 3	X	X	X	X	X	X
Objective 4	X	X	X	X	X	X

- 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:**

The electronic version of EIU4165 (Journalistic Media in Society) will be delivered via EIU's on-line course delivery software, WebCT or its replacement. Instructors rely on technological features available on WebCT to assess students' achievement of the course objectives. As one of the main goals of senior seminar courses is helping students acquire the ability to discuss the issues relating to the course topics, articulate their viewpoints, and respect others' ideas, this course heavily relies on "Discussions" feature of WebCT. Every week, the instructor can create discussion threads asking questions specific to readings. Each discussion thread can have specific requirements with which students will demonstrate their understanding of the week's materials and their ability to critically assess the perspectives discussed. Students are also asked to interact with the viewpoints presented by fellow classmates, and through those interactions, students will learn how to function as responsible citizens. While asynchronous, the instructor monitors the discussion board frequently. By doing so, the instructor assesses whether or not students achieve the learning objectives, moderates the discussion, and provides further challenges for students. Further, students and the instructor can engage in synchronous communication using the Chat feature when real-time communication is the best option for assignments or activities. Quizzes and/or exams are formulated to assess students' learning, critical thinking ability, and effective (written) communication skills. By requiring students to write a research paper and giving them a chance to revise it, the instructor will help students achieve the learning objectives specified above. Online instructors use Elluminate or other appropriate software to provide opportunities for students to demonstrate that they can speak effectively.

- b. Describe how the integrity of student work will be assured:**

The integrity of student work can be assessed on WebCT in several ways. Students have to respond to specific questions reflecting each week's reading in discussion threads. They also have to respond to classmates' reaction to readings by responding to others' postings. Quizzes and exams taken online have time limits, and the quiz and exam questions are released to students at a specific time and the access to the questions is stopped after the allowed time. Research papers for this course will be evaluated for plagiarism with Turnitin or other plagiarism detection software. While cheating may be possible, the reading and assignments require an immersion in the course topic and would make cheating more arduous than the effort to learn the material.

- 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.):**

WebCT email, discussion threads, and chat rooms will facilitate instructor-student and student-student interaction. The instructor is available to students throughout the day in WebCT. Students will meet and work with other students through discussion threads on WebCT. The instructor will review the quantity and quality of each student's participation and contributions and subjectively assign a grade or score that will be used when determining the final grade for the course. Criteria used will include the student's ability to critically analyze, synthesize, and utilize information when contributing to discussions and responding to peer comments.

- 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 \*.)

This course is writing-intensive. The majority of grades in the course will be based on students' written work and students will re-write at least one assignment (i.e. research paper).

### **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.**

#### **Week 1. Democracy and Journalism – relationship between journalism and democracy; the importance of strong journalism for the health of democracy; watchdog function of journalism**

- Course orientation: introduction to course. Students review the syllabus, assignments, learning objectives, and other information (face-to-face and online)
- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Self introduction, discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

#### **Week 2. First Amendment – freedom of expression in America; mass-media law; landmark cases of the First Amendment**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

#### **Week 3. History of News – Significant phases in American journalism history; advertising as a revenue source for journalistic organizations and its implications; current status of news**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)
- Quiz 1 (face-to-face and online)

**Week 4. News Media and Social Responsibility – Media as a social institution; Hutchins Commission requirements for free and just media; credibility of news media; social responsibility worldwide**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 5. Writing an Academic Paper – What constitutes an academic paper?; How to compose research questions?; How to situate your study in the body research?**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 6. Media Research – Mass media research tradition; mass media research methods; application of each method; evaluating mass media research**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 7. Theories in Mass Communication – Main theories in mass communication research such as agenda setting, framing, priming, uses and gratification, knowledge gap, among others.**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)
- Quiz 2 (face-to-face and online)

**Week 8. Mid-term week – First draft of the final paper is due (face-to-face and online).**

**Week 9. Media Effects – Effects of mass media messages on individuals, organizations, and societies.**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 10. Media Ownership – The issue of media consolidation and ownership; history of media regulation; corporate media and its impact on journalism**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)

- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 11. Violence in the Media – Relationship between media-portrayed violence and real-life aggression; impact of media-portrayed violence on youth; theories explaining the relationship between media violence and real-life aggression**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 12. Ethics in the News Media – Overview of media ethics; codes of conduct for journalists; ethical dilemmas for journalistic media organizations**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)
- Quiz 3 (face-to-face and online)

**Week 13. New Media & Legacy Media; New Media Technologies & Changing Media Environment – Impact of new media technologies on the definitions, delivery, and reception of news; Changes journalistic media organizations make to adapt to new media environment; future of journalism**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 14. Diversity in the Media in the United States and the World – Representation of race, gender, sexuality, and class in the media; media fragmentation and representation of diversity; representation of diversity in other countries**

- Lecture (face-to-face) & Summary of the week's readings provided in text (online)
- Week's readings provided in text, audio, and/or video files (face-to-face and online)
- Discussion boards (online) or class discussion (face-to-face): Guided discussion, comments, and questions on the week's readings
- Written assignment (face-to-face and online)

**Week 15. Final paper presentations – Students are to make oral presentations in face-to-face and online classes.**

**Week 16. Exam**

## **PART IV: PURPOSE AND NEED**

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

- 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.**

This course uses a multidisciplinary approach to teach how journalistic media function in a democratic society and what impacts they have on individuals and society. Course content and requirements adhere to standards and learning objectives established by CAA for senior seminar courses.

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

The technologically delivered section fulfills needs identified by the School of Continuing Education for online general education senior seminars and courses that enhance and expand course availability and diversity for students in the general studies program. The technologically delivered version follows the course format already approved by CAA.

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

Course content and requirements are consistent with those appropriate for an upper division capstone general education course and adheres to standards established by CAA for senior seminar courses, such as having completed 75 SH as a prerequisite for enrollment.

### **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.**

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.**

None

### **4. Impact on Program(s):** The course is a longtime offering of the department and requires no programmatic change.

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

NA

- 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.**

NA

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

Dr. Eunseong Kim, assistant professor of journalism

Dr. Sally Renaud, associate professor of journalism

Dr. John Ryan, professor of journalism

Dan Hagen, instructor in journalism

Other qualified instructors

**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):**

Example textbooks include:

Vivian, J. (2009). *The Media of Mass Communication*. 10<sup>th</sup> ed. Boston: Pearson Education, Inc.

Ringel, Lewis S. (2008). *Media and Politics*. Lanahan Publishers.

Selected articles related to course content from journals, credible online sites and links, periodicals such as *Columbia Journalism Review*, Poynter Institute, Pew Research Center for the People and the Press, among others.

## **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: October 12, 2011**

**Date approved by the college curriculum committee: December 7, 2011**

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

**Date approved by CAA: January 19, 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).

Student  
Success  
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counscctr/>

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Career  
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Disability  
Services

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581-6583