Eastern Illinois University
Revised Course Proposal
JOU 4001, Media Management

Please check one:  ☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  JOU 4001
2. Title (may not exceed 30 characters, including spaces):  Media Management
3. Long title, if any (may not exceed 100 characters, including spaces):  Media Management
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:  2008
7. Course description (not to exceed four lines):  This course examines the management of the news media, including newspapers, television and electronic news organizations. Attention will be given to issues facing the news media, including changing ownership, readership/viewership patterns, diversity needs and technological developments. Management techniques, including decision-making strategies, will be examined.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). N/A
   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. JOU 3000 or permission of instructor.
   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 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:  Course is designed for Journalism majors.
   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]  Diversity is a major issue of the media in employment and in coverage and will be discussed.

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 TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will learn the principles and practices of media management through
   • critically evaluating the organization and operation of newspapers, television and electronic media;
   • identifying and analyzing major issues facing the news media;
   • partaking in field trips to various media organizations;
   • analyzing presentations of media managers
   • examining newsroom management skills.

   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) Reports on assigned readings; (2) Written analysis of visiting speakers; (3) midterm; (4) term paper on instructor-approved topic or term project; (5) Final exam.

3. Explain how the instructor will determine students’ grades for the course: (1) 15 percent, attendance; (2) 15 percent, reading reports; (3) 25 percent, speaker analysis; (4) 15 percent, term paper or term project; (5) 15 percent, midterm; (6) 15 percent, final.

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: N/A
   b. Describe how the integrity of student work will be assured: N/A
   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:
   d. course objectives; N/A
   e. projects that require application and analysis of the course content; and N/A
   f. 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 *.)
Writing active. Writing assignments are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills.

**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.

Each week represents two 75-minute class periods

**WEEK ONE:** Examination of the characteristics of journalists in the United States by reading and discussing an appropriate work such as Weaver & Wilhoit, et al.’s, study, *The American Journalist in the 21st Century: U.S. News People at the Dawn of a New Millenium.*

**WEEK TWO:** Examination of the changing ownership of the media with a particular emphasis on the incorporation of the media by publicly traded companies and the effect that has had on the news product and newsroom employees.

**WEEK THREE:** Discussion of changing readership/viewership patterns of the media. Network news programs and especially newspapers are experiencing declining viewership and readership. Students will examine what effect this has had on news organizations and will discuss strategies the news media are using to counter the trend.

**WEEK FOUR:** Examination of diversity issues, including media employment and coverage patterns; why the news media have not been able to achieve the desired ethnic mix of employees; issues surrounding the criticism media have encountered of their coverage and how they decide who should cover what news assignments.

**WEEK FIVE:** Overview of the newspaper industry with an examination of a newspaper's organizational structure, including a discussion of who does what in a newspaper's hierarchy.

**WEEK SIX:** Discussion of concerns with a newspaper publisher. A publisher of a midsize newspaper will be invited to speak to the class about how he/she does his/her job and what major concerns he/she faces. The class also will visit a midsize newspaper and tour all its departments.

**WEEK SEVEN:** Discussion of management strategies and concerns of a newspaper editor or managing editor, getting a perspective on how a top editor manages personnel and produces a midsize newspaper daily. Special attention will be given to the problems and challenges newspaper editors face in today's marketplace. The class also will tour a newsroom.

**WEEK EIGHT:** Overview of the television industry and discussion of a typical television station's organization, including a discussion of who does what at a television station.
WEEK NINE: Discussion with a public television station manager and a news director of a commercial station on how they do their jobs and what are the major challenges they face in their jobs. The class also will tour a television station.

WEEK TEN: Overview of the emerging electronic delivery of news, how electronic newsrooms are organized, operate and make money. Students also will examine future possibilities for the electronic delivery of news.

WEEK ELEVEN: Discussion with a local Internet news provider and a regional Internet news provider. Students will tour those news operations and hear from online editors on how they view their jobs and what role their news products serve.

WEEK TWELVE: Discussion with advertising sales personnel from various media with emphasis on the role they play in the news operation, how they perform their jobs and what challenges they face.

WEEK THIRTEEN: Examination of management techniques including motivation and decision-making strategies. Discussion of the challenges managers face and how they perform their jobs.

WEEK FOURTEEN: Examination of ethical concerns that affect the media, such as the Jayson Blair case at the *New York Times* and the Jack Kelley case at *USA Today*.

WEEK FIFTEEN: Examination of ethical issues facing the media with emphasis on how to deal with ethical problems.

PART IV: PURPOSE AND NEED

1. **Explain the department’s rationale for developing and proposing the course.** This course is a revision of an existing course in the program, Newspaper Management. With the continuing evolution of the newspaper industry, future journalists may be delivering the news across platforms and need some exposure to more than one medium. The course also is needed to expose our majors to the workings of management or the pursuit of careers as managers.

   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.** This course is appropriately at the 4000-level because students need a solid background in journalistic skills and a solid understanding of media systems.

3. **If the course is similar to an existing course or courses, justify its development and offering.** This course is similar to the current Newspaper Management course but is being expanded and revised to include other news media in addition to newspapers.

   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.
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. This course replaces the old JOU 4001 Newspaper Management course.

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. It will be a required course for those students pursuing a concentration in Editing.
   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: John Ryan or other senior faculty member.

   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

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.

PART VII: APPROVALS

Date approved by the department or school:  September 26, 2007

Date approved by the college curriculum committee:  October 10, 2007

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

Date approved by CAA:  November 8, 2007

*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).