Revised General Education Course Proposal

1. Catalog description in the style of the University Catalog showing:
   a. EIU 4142G
   b. Telecommunication Issues in the Third Millennium
   c. 3-0-3
   d. On demand
   e. Telecom Issues
   f. A panoramic view of media in the 21st century and its effects on hi-tech society. The effects of media on politics, advertising, violence, sports and national security will be discussed and debated. Discussion will also center on the possible effects of media on the new "information society." Majors in Speech Communication are excluded.
   g. Prerequisite: Completion of at least 75 hours.
   h. Course is writing intensive.

2. Student Learning Objectives
   After taking this course, the student should be better able to do the following:
   a. Identify the impact of media on her/his life. (Critical Thinking)
   b. Critically examine the various theories of media effects. (Critical Thinking)
   c. Critically examine the various contents of mass media. (Critical Thinking)
   d. Identify the effects of media in the following areas. (Critical Thinking and Global Citizenship)
      (1) Politics
      (2) Advertising
      (3) Violence
      (4) Sports
      (5) National Security
   e. Write a research paper on some aspect of media impact. (Written and Oral Literacy)
   f. Present oral reports on media usage and media analysis. (Written and Oral Literacy)
   g. Deconstruct a political commercial. (Critical Thinking)

3. Course Outline - This syllabus is based on one 150 minute class meeting per week.

   Week One
   The nature of media effects.
   Negative effects of media
   Positive effects of media
   Theories of mass media

   Week Two
   TV and Politics
   Types of candidates
   Political Commercials
   Video: Life, Liberty and the Pursuit of Sleaze: Media and Politics - National Desk
**Week Three**  
Politics and Advertising  
Video: The :30 Second Candidate - Wisconsin Public TV  
Assignment: Create and present a 30 second political commercial

**Week Four**  
TV and Advertising  
The Power of Money: The Case of Campaign Commercials  
Video: Campaign Commercials

**Week Five**  
TV and Violence  
Effects of Media on Children’s Violence  
Video: Does TV Kill? - Bill Moyers

**Week Six**  
TV and Free Speech  
Issues in Free Speech and TV  
Video: Bill Moyer’s Free Speech Special  
Video: Fear and Favor in the TV Newsroom - PBS

**Week Seven**  
Mid Term Examination

**Week Eight**  
TV and Sports  
Money and Sports  
Media Effects on Sports and Sports Effects on Media  
Video: Bill Moyers - Sports for Sale

**Week Nine**  
Advertising and Sports  
The Case of the Super Bowl Commercials  
Video: The Super Bowl Commercials

**Week Ten**  
Media and National Security  
What Is “National Security?”  
Wartime Security and Disinformation  
Video: National Security and Media - Freedom Foundation

**Week Eleven**  
TV Content - Game Shows  
Effects of Game Show Watching  
The Critical View  
Video: Who Wants to be a Millionaire?  
Assignment: Create a Who Wants to be a Media Millionaire? show

**Week Twelve**
Assessment Activities
Present “Who Wants to be a Media Millionaire.”

Week Thirteen
TV Content - Drama - Day Time and Prime Time
TV and Reality - Does TV create reality or does TV reflect reality.
The Case of Reality TV
Video: Survivor

Week Fourteen
Cable TV - The sectioning of the audience
Differences between broadcast TV and Cable TV
Satellite TV
Cable TV Ratings - Top Ten
Video: The WWF

Week Fifteen
Media Analysis Oral Reports

4. Evaluation of Student Learning
   a. Evaluation Methods
      (1) There will be a mid-term examination and a final examination.
      (2) There will be a media analysis paper. This paper will be submitted to the instructor for suggestions for revision. The paper will be revised based on the instructor’s feedback.
      (3) There will be a media usage journal to be submitted on Week 14.
      (4) There will be a research paper on some issue in TV effects due on Week 15.
      (5) There will be an oral report over the revised media analysis paper.
      (6) There will be a political campaign commercial presentation.
      (7) There will be a “Who Wants to be A Media Millionaire?” presentation.

Grading System
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<tbody>
<tr>
<td>Media Usage Journal</td>
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<td>Media Usage Oral Report</td>
<td>100</td>
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<tr>
<td>Political Campaign Commercial</td>
<td>100</td>
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<td>Mid Term Exam</td>
<td>100</td>
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<td>”Media Millionaire”</td>
<td>100</td>
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<td>Media Analysis Paper</td>
<td>100</td>
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<td>Media Analysis Oral Report</td>
<td>100</td>
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<td>Research Paper</td>
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<td>Final Exam</td>
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Total                          1000 points

1000 - 900 = A
899 - 800 = B
799 - 700 = C
699 - 600 = D
599 - 000 = F
b. Writing-Intensive Course
(1) 40% of the final grade is derived from writing assignments.
(2) The Media Analysis paper will be critiqued by the instructor and returned to the students for revision. The grade on the paper will be based on the revised paper.

5. Rationale
a. Senior Seminar. The course is a cross-disciplinary approach covering many areas of study such as politics, advertising, television, and sports. The course is structured to allow students to apply analytical and critical skills to the topics being covered. The students will be able to integrate the learning they bring from their General Education courses as well as their major courses.

b. The prerequisite is the completion of at least 75 hours.

c. This course replaces EIU 4042G which carries two hours of credit. Additional materials have been added to justify the increase in credit.

d. The course is not available to Speech Communication majors.

6. Implementation
a. The course will be initially assigned to Dr. Doug Bock in the Department of Speech Communication.

b. The primary text for the course will be:

c. No additional costs will be incurred by the students.

d. The course could first be offered Spring 2002.

7. Community College Transfer
A community college course will not be judged equivalent to this course.

8. Date approved the Arts & Humanities Curriculum Committee: April 4, 2001

9. Date approved by the Senior Seminar Advisory Committee: May 2, 2001

10. Date approved by the CAA: July 19, 2001

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