

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number JMC 100 Media Issues or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Add course to the Social and Behavioral Science Menu

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
 _____ <i>Signature</i>	Sept. 16, 2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	JMC 100 Media Issues
Terms offered:	Fall, Spring
Catalog description:	An introduction to media, examining their impact on society and individuals. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	JMCO 100 - Media Issues
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

This course dovetails neatly into the SBS menu's directive to examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

- a. The study of the **effects of mass media on the individual** is the mainstay of modern research in this field.
- b. The role of social variables within and among **large societal groups** and **institutions** cannot be fully explored without including mass media's impact, such as the effect of advertising on a consumer-based economy or the effect of the First Amendment-mandated free press on American government.
- c. Powerful new forms of mass media that are more commonly called "social media" have led to fundamental changes in the interactions among **small groups and larger** communities formed around shared interests, beliefs, benefits and desires.
- d. The modern place of mass media is best understood by laying a **historical foundation of events and practices** extending back to the Middle Ages with the advent of Gutenberg's press.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

On the Fall 2022 syllabus calendar, of the 38 class sessions not set aside for exams, 26 will include discussions of individual and/or societal effects related in some way to media; 24 will include major components that relate historical innovations/trends/philosophies to the roles/uses of media in current society; and seven will be built around a student-directed class research project to study and quantify uses and effects of language in a major societal event, the Johnny Depp and Amanda Heard divorce trial.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The course has no prerequisites. It emphasizes the societal and technological convergence to the internet of all formats and media tools. Because the use of the internet cuts across all social and behavioral science fields and their primary bodies of research, the class can in no way be categorized as merely being specific to mass media occupations.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Investigation of media habits and industries within a specific nation selected by the student, allowing a comparison of student's lived experience to different systems seen elsewhere in the world.
Outcome A2	Essay on the video "Operation Infektion, which explains the methods and effects of international disinformation campaigns.
Outcome C1	Brief exam essay that discusses and individualizes a philosophy on the pros and cons of video gaming, continuing a class discussion.
Outcome C2	Analysis of scholarly sources relevant to the class project, participation in data collection and an essay explaining the quantitative results of the class project and drawing personal insights from those results. Research projects initiated through these assignments have resulted in four academic publications and seven conference presentations by the instructor since their introduction to the course.

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source			
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts	Student fails to submit article relevant to literature review.	Student submits article appropriate to literature review.	Student submits article used in project literature review.

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources	Student fails to incorporate multiple views in exam essay	Student incorporates multiple views in exam essay	Student expresses a complex personal philosophy on exam topic.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Student fails to express an understanding of the research findings in final project.	Student expresses an understanding of the research findings in final project.	Student offers a complex interpretation of the findings and their applicability to the research.

Media Issues (JMC 100.01) Spring 2022

Instructor: Doug Mendenhall, instructor of journalism and mass communication

Day/Time: MWF 9:10 a.m., 3 credit hours

Location: Don Morris Center Room 320

Office: Don Morris Center 314

Call/text: 325 280-7460

Mail: ACU Box 27892

Email: doug.mendenhall@acu.edu

Website: doug.mendenhall.com (Links to an external site.)

Office hours: Most afternoons, TTH mornings after 9:30. Also readily available by text, phone or email.

Departmental Mission

The mission statement of the Department of Journalism and Mass Communication is “to engage students in critical and creative thinking in the classroom, in the laboratory and through mentoring relationships, leading them to become exceptional, ethical and agile communicators in a rapidly changing media environment, embracing technology, valuing diversity and embodying Christ-centered service.”

Goals of the Course

As an initial step toward accomplishing the departmental mission, Media Issues will:

- Introduce definitions and principles of several ongoing or current issues in mass media.
- Present principles and philosophies that are the foundation of the First Amendment, and other mass communication principles, such as the public’s right to know, the functions of mass communication and theories concerning mass communication.
- Examine the historical roots of and relationships among media – magazines, newspapers, books, sound recording, motion pictures, radio, television and Internet – and the media-related industries of public relations and advertising.
- Explore and debate issues such as media bias, the extent of media power, media convergence, effects of media products and influences of public relations and advertising in the mass media.
- Provide opportunity for students to develop their understanding of various media issues in an environment that encourages and protects free speech in open student forums.

Assessment Measures

As part of Southern Association of Colleges and Schools (SACS) and Accrediting Council for Education of Journalism and Mass Communication (ACEJMC) accreditations, learning outcomes are assessed and recorded. All of the outcomes listed previously in this syllabus are assessed as part of the students' individual learning. The following outcomes are assessed collectively:

- Technology: Students will be exposed to the history of technologies used in the mass media.
- Research and evaluation: Students will be exposed to the history of theories on mass media effects on individuals, groups, and societies and to related research efforts, then apply this knowledge by participating in a class research project.
- Clear and correct writing: As part of multiple class projects, students will apply their writing skills in producing critiques of media messages.
- First Amendment: Students will be exposed to historic issues and legal cases related to the free expression clause of the First Amendment.
- Ethics: Students will gain understanding of current incidents and ethical issues in mass media, including plagiarism, bias, and deception.
- Global diversity: Students will be exposed to the global effects of mass communication in a number of specific cultures, comparing how each uses mass media.
- Domestic diversity: Students will be exposed to the role of the mass media as it pertains to issues of race, gender, ethnicity, disability, and sexual orientation.
- Visual theory: Students will be exposed to basic theoretical models of communication.
- History: Students will be exposed to historical roots of and relationships among mass media and the related industries of public relations and advertising.

Course Description

An introduction to mass communication, mass media and the issues surrounding the impact that the media have on society and individuals.

Unique Christian Perspective

Most media practitioners voluntarily adhere to ethical principles. Students in this class will be expected to adhere to normal ethical standards. In addition, they are expected to live by a higher set of standards established by Jesus Christ. A Christian media practitioner, skilled in communicating complex ideas and rooted in the principles of free speech and free press, has much to offer media organizations today.

Textbooks and Requirements

- Media & Culture (12th edition) with Launchpad access, Campbell, et al. ISBN 9781319104689
- Course Canvas site for syllabus, grading, announcements and shared documents.

Wearing Masks

The class will adapt to changes in ACU policy, but the instructor may exercise the prerogative to exceed those minimum standards as the situation mandates.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Any use of writing that did not originate with you must be acknowledged by citing the source. It is never appropriate to borrow sentences or portions of sentences and include them in an assignment in such a way that they appear to have been written by you. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full [Academic Integrity Policy \(Links to an external site.\)](#) is available at the Provost Office website.

The Department of Journalism and Mass Communication has an even tougher policy regarding academic integrity. It can be found at [JMC Integrity Policy \(Links to an external site.\)](#).

Grading Policies

The three major exams will be worth 100 points apiece. Exams will cover assigned readings, handouts, lectures – and videotapes and in-class discussions (so take notes about major themes/issues even during discussion times). The final exam will not be comprehensive, but weighted toward recently presented topics. Four small projects, including three directly related to a larger class research project, will be worth 50 points apiece. Ten reading quizzes will be worth 10 points apiece; most will ask multiple-choice questions about material in the text before it is discussed fully in class. These open-book quizzes are intended to push students to keep up with their assigned reading so class discussions will be richer.

Letter grade standards: Please note that as in most JMC courses, a semester average of 92 is required for an A, although grades are rounded to the nearest point. That means the averages required to achieve each letter grade are as follows:

A: 91.5-100

B: 82.5-91

C: 73.5-82

D: 64.5-73

F: below 65

Extra Credit

Points can be earned in several ways. Your instructor will point these out as they arise, but one way is to write a two-page, double-spaced report (about 500 words) that discusses your experience with one of these activities:

- Attending a guest presentation by a mass communication professional outside of normal class hours.
- Attending a student media/organization meeting: The Optimist, KACU, Morris & Mitchell, 99 West, ACU TV, etc. Just contact the group and ask about when they meet.
- Describing a clear instance of media bias you've seen in a professional product (news accounts, print or video). Be sure you understand what media bias is, and the difference between a news story and an opinion or commentary.
- Discussing how pop music and culture interact, based on watching the documentary "Muscle Shoals," which can be rented on YouTube.
- Watching the film "The Post" and writing reflections on your favorite scene and also on parallels between this 1971 event and today's relationship between media and government.

Completion of any of these tasks is worth up to 10 points, and a student may undertake all of them. They must be completed and turned in before finals week.

Reading Quizzes

No make-up quizzes will be allowed unless tied to an absence that was excused according to the JMC Attendance Policy. If excused, the instructor will usually simply drop the missed quiz from inclusion in grade calculations. Unlike other assignments/exams, the reading quizzes are open-book.

Projects

Four small projects will be assigned during the semester to help students explore and contemplate modern mass media practices. Details will be distributed as each of these approaches, but the projects involve:

- Working on these elements of a semester-long class research project:
 - Assisting in the literature review process .
 - Appropriately collecting data.
 - Analyzing results and explaining them in an essay.
- Researching the media practices and history of a single nation, with the goal of understanding the multitude of possibilities around the globe.

Course Summary:

Date	Details	
Fri Jan 14, 2022	Assignment What you saw in 'Picture Power'	
Mon Jan 24, 2022	Calendar Event JMC 100 Media Issues	9:10
Wed Jan 26, 2022	Calendar Event JMC 100 Media Issues	9:10
	Assignment Chapter 2 Reading Quiz	
Mon Jan 31, 2022	Assignment Chapter 3 Reading Quiz (Complete before Monday's class)	
	Calendar Event JMC 100 Media Issues	9:10
Wed Feb 2, 2022	Calendar Event JMC 100 Media Issues	9:10
Fri Feb 4, 2022	Assignment Chapter 5 Reading Quiz (Take before 9 a.m. Friday)	
	Assignment Lit review assignment on Travis Scott (due by 5 p.m.)	
Sat Feb 5, 2022	Assignment Thinking about JFK	
Mon Feb 7, 2022	Calendar Event JMC 100 Media Issues	9:10
Wed Feb 9, 2022	Assignment Chapter 6 Reading Quiz (before Wednesday's class)	
	Assignment Discover JMC internships	
Mon Feb 14, 2022	Calendar Event JMC 100 Media Issues	9:10
	Assignment Discover Handshake	

Date	Details	
Fri Feb 18, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
	Assignment Exam One	
Mon Feb 21, 2022	Assignment Chapter 7 Reading Quiz (Before Monday's class)	
	Calendar Event JMC 100.01 - Media Issues	9:10
Tue Feb 22, 2022	Assignment Name a film that really changed society in some way?	
Wed Feb 23, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Fri Feb 25, 2022	Assignment What are your duties in the research project?	
Sat Feb 26, 2022	Assignment What you and ACU know about making films	
Fri Mar 4, 2022	Assignment Turn in your Travis Scott data	
Sun Mar 6, 2022	Assignment Chapter 13 Reading Quiz (to do this weekend)	
Mon Mar 7, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
	Assignment Chapter 8 Reading Quiz	
Wed Mar 9, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Fri Mar 11, 2022	Assignment Thinking about tomorrow's news	
Mon Mar 14, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Wed Mar 16, 2022	Calendar Event JMC 100.01 - Media Issues	9:10

Date	Details	
Fri Mar 18, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Sun Mar 20, 2022	Assignment Quiz as you watch Operation Infektion	0
Mon Mar 21, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Wed Mar 23, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Fri Mar 25, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Wed Mar 30, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Fri Apr 1, 2022	Calendar Event JMC 100.01 - Media Issues	9:10
Sat Apr 2, 2022	Assignment Thinking (and writing) about books	0
Mon Apr 4, 2022	Calendar Event JMC 100.01 - Media Issues	
	Assignment Exam Two Spring 2022	
Wed Apr 6, 2022	Calendar Event JMC 100.01 - Media Issues	
Thu Apr 7, 2022	Assignment Chapter 11 Reading Quiz (to finish later today)	0
Fri Apr 8, 2022	Calendar Event JMC 100.01 - Media Issues	
	Assignment Extra Credit Quiz: Who am I?	
Thu Apr 14, 2022	Assignment Global Media Survey Project (due end of Thursday)	0
	Assignment Video 1: diversity history quiz	0

Date	Details
	Assignment Video 2: Diversity history quiz
	Assignment Video 3: Diversity history quiz
	Assignment Video 4: Diversity history quiz
	Assignment Video 5: Diversity history quiz
	Assignment Video 6: Diversity history quiz
	Assignment Video 7: Diversity history quiz
	Assignment Video 8: Diversity history quiz
Mon Apr 18, 2022	Calendar Event JMC 100.01 - Media Issues
Wed Apr 20, 2022	Calendar Event JMC 100.01 - Media Issues
Fri Apr 22, 2022	Calendar Event JMC 100.01 - Media Issues
Mon Apr 25, 2022	Calendar Event JMC 100.01 - Media Issues
Fri Apr 29, 2022	Calendar Event JMC 100.01 - Media Issues
	Assignment Bias example
	Assignment Extra credit after March 23: Do mermaids have ethics?
	Assignment Extra credit after March 25: Show the Infektion series to someone else

Date	Details
	Assignment Go to a student media meeting
	Assignment Muscle Shoals essay
	Assignment The Post essay
Mon May 2, 2022	Calendar Event Student Opinion of Instruction Spring 2021
	Calendar Event Student Opinion of Instruction Spring 2022
Thu May 5, 2022	Assignment Travis Scott research essay
	Assignment Exam Three (Final)