

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number JMC 100 or Degree Plan(s) _____

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

The Department of Journalism and mass Communication requests that JMC 100 media issues become a choice in the social science menu of the General Education Curriculum.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: 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.

Approval Chart for Curriculum Changes

A = Approval I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, 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.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
_____ <i>Signature</i>	_____ <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>

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

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>

Request to add JMC 100 Media Issues to the Social Science menu

March 27, 2012

The Department of Journalism and Mass Communication requests that JMC 100 Media Issues become a choice in the Social Science menu of the General Education Curriculum.

Because the mass media play a prominent role in many aspects of contemporary society, many students would benefit from a clearer understanding of how the media will affect their careers, society and personal lives.

While mass communication is not included specifically in the listed menu of disciplines, it dovetails cleanly into the criteria and cuts across nearly all of the disciplines mentioned, from economics to international studies, from political science to psychology. In fact, all four subsections of the Social Science Criteria's definition are addressed in substantial ways by the survey course known as JMC 100 Media Issues, which has long served as the foundational course for all Journalism and Mass Communication majors:

- a. The study of the effects of mass media on the individual consumer is the mainstay of modern research in this field.
- b. The role of social variables at higher levels of aggregation 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 their larger communities.
- d. The modern place of mass media is best understood by laying a historical foundation of past practices extending back to the Middle Ages with the advent of Gutenberg's press.

Besides mirroring these four definitional aspects of the Social Science Criteria document, JMC 100 Media Issues also satisfies both of the SSC's requirements for course content by blending an introductory overview of the mass media industries in their current state with an historical perspective that emphasizes U.S. development during the 19th and 20th centuries.

Below is a more detailed explanation of the course taken from two sections of its syllabus:

Purpose of the Course

The mission statement of the Department of 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 global diversity and embodying Christ-centered service." As an initial step toward accomplishing that 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, the effects of media products and the 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.

Student Learning Outcomes

- **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.
- **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.

Abilene Christian University

Department of Journalism and Mass Communication

Media Issues – JMC 100.01

Instructor: Doug Mendenhall, instructor of journalism and mass communication

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

Location: Don Morris 320

Office: Don Morris 314

Phone: office – Ext. 6675; cell – 325 280-7460

Mail: ACU Box 27892

Email: doug.mendenhall@acu.edu

Office hours: MWF 10 a.m. till Chapel. TTH 9:20 till noon. MWF 1:30 till 3.

I. 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 global diversity and embodying Christ-centered service.”

II. 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.

III. 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.
- **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.

IV. Course Description

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

V. 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.

VI. Textbooks and Requirements

- *Mass Media Revolution* (2010) J. Charles Sterin, Boston: Pearson Education, first edition. The traditional printed book is complemented by access to an online version (mycommunicationlab.com) that includes full text, interactive features and video components.
- Course OpenClass site for syllabus, grading, announcements and shared documents.

VII. Course Policies

Class attendance: The university attendance policy will be enforced. It states that a student with six or more MWF unexcused absences will be penalized one letter grade at the conclusion of the grading and that students who miss nine or more classes, *including excused absences*, will be dropped. Under all circumstances, each student is responsible for course material covered and for announcements made during class periods missed.

Late assignments: No late assignments will be accepted at full value. In some situations, you may make special arrangements with the instructor to turn in an assignment late for a lowered grade.

Electronic devices: Out of respect for the instructor and other students, iPhones, cell phones and other electronic devices should be turned off before the start of class unless otherwise instructed for class-related purposes. Laptops can be used for taking notes, but not for purposes unrelated to the course. Young media professionals must learn to manage their communication devices. No text messaging in class.

VIII. 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 has not been done by 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 policy is available at the provost's office Web site (www.acu.edu/campusoffices/provost).

The Department of Journalism and Mass Communication has an even tougher policy regarding academic integrity. It can be found at www.acu.edu/jmc/policies/integrity.html.

IX. Grading Policies

The first two 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 be comprehensive, but weighted toward recently presented topics, and will be worth 200 points. Ten quizzes will be worth 10 points apiece, and will ask multiple-choice questions about material in the text before it is discussed fully in class. This is intended to push students to keep up with their assigned reading so that class discussions will be richer. The point totals possible for the course are:

Three exams (100+100+200)	= 400
Three projects (50 + 50 + 50)	= 150
10-quiz average	= 100
<u>Participation grade</u>	<u>= 50</u>
Total points possible	= 700

Letter grade standards: Note that a score of 92 is required for an A, although grades are rounded to a 10th of a point. Points required to achieve each letter grade are as follows:

A: 92-100 (641 points)

B: 83-91 (578 points)

C: 74-82 (515 points)

D: 65-73 (452 points)

F: below 65

Extra credit points can be earned in several ways. One way is to write a two-page, double-spaced report on one of these activities:

- Attending a guest presentation by a mass communication professional outside of normal class hours, including an Abilene Public Relations Organization monthly luncheon.
- Attending a student media/organization meeting: *The Optimist*, KACU, Morris & Mitchell, 99 West, etc.
- Describing a clear instance of media bias in a professional product (news accounts, print or video).

Another way is to participate in the KACU fall pledge drive (Nov. 4-8) by answering phones. Completion of any of these tasks is worth up to 10 points, and a student may undertake all of them.

In-class quizzes missed because of an unexcused absence will be graded a zero. No make-up quizzes will be allowed unless the absence was excused according to the JMC Attendance Policy. If excused, the make-up quiz must be completed before the next scheduled class period, or the instructor may simply drop the missed quiz from inclusion in grade calculations. All quizzes will require the free ResponseWare app for the iPhone or iPad. Quizzes will be taken at the beginning of the class period, so be on time or risk missing the quiz. Exams will require a 50-question Scantron sheet, available in the bookstore, and a pencil.

X. Projects

Three 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:

- Analyzing three full-page print advertisements taken from three different magazines.
- Creating at least two blog posts related to the university's Summit speakers, with special focus on mass-media-related aspects of the messages.
- Reading a research article from a mass communication journal and preparing a brief about it.

XI. Course Schedule

Subject to change; check the OpenClass site for the most current schedule

<u>Date</u>	<u>Topic of discussion</u>	<u>What to read before class</u>	<u>Quiz</u>
Mon 8-26	Introductions all around	<i>Buy the Sterin textbook</i>	

Wed	8-28	The mass media revolution	Sterin chapter 1	
Fri	8-30	Media history at a glance	Sterin chapter 2	Ch. 2
Mon	9-2	Video: How TV changed the world	Sterin, chapter 3	
Wed	9-4	Print media: Newspapers	Sterin, chapter 4	Ch. 4
Fri	9-6	Print media: Magazines/Books		
Mon	9-9	Music/radio: Early history	Sterin, chapter 5	Ch. 5
Wed	9-11	Music/radio: Commercialization		
Fri	9-13	Music/radio: Changing society		
Mon	9-16	<i>Out of the classroom: Attend Summit session and/or breakfast with the instructor</i>		
Wed	9-18	<i>Out of the classroom: Attend Summit session and/or breakfast with the instructor</i>		
Fri	9-20	Christians and the mass media		
Mon	9-23	Film/TV: Early history	Sterin, chapter 6	
Wed	9-25	Film/TV: Commercialization		Ch. 6
Fri	9-27	Video: Television news comes of age		
Mon	9-30	Film/TV: Changing society		
Wed	10-2	EXAM ONE		
Fri	10-4	New media: Video gaming		
Mon	10-7	New media: Socialization	Sterin, chapter 7	Ch. 7
Wed	10-9	Media as an industry	Sterin, chapter 9	
Fri	10-11	Video: Marketing to children		
Mon	10-14	Advertising	Sterin, chapter 8	Ch. 8
Wed	10-16	Advertising		
Fri	10-18	Q&A panel discussion with Gutenberg Award winners		
Mon	10-21	Share results of the class advertising project.		
Wed	10-23	Public relations		
Fri	10-25	<i>Fall Break – no class</i>		
Mon	10-28	Public relations		
Wed	10-30	Video: Media bias		
Fri	11-1	Media bias	Sterin, chapter 10	Ch. 10
Mon	11-4	EXAM TWO		
Wed	11-6	Media law history	Sterin, chapter 11	Ch. 11
Fri	11-8	Media law issues		First Amend.
Mon	11-11	Media ethics	Sterin, chapter 11	
Wed	11-13	Photography	Sterin, chapter 12	
Fri	11-15	Backpack journalism	Sterin, chapter 13	

Mon	11-18	Global diversity	Sterin, chapter 14	Ch. 15
Wed	11-20	Societal diversity	Sterin, chapter 15	
Fri	11-22	Guest speakers on diversity in local media		
Mon	11-25	Audience research		
Wed	11-27	<i>No class in observance of Thanksgiving</i>		
Fri	11-29	<i>No class in observance of post-Thanksgiving lethargy</i>		
Mon	12-2	Mass media research		
Wed	12-4	Mass media research		
Fri	12-6	Share results of class research projects		
Final exam	<i>Room 320 on Thursday (12/12/13) from 2 to 3:45 p.m.</i>			

MEMORANDUM

To: University Undergraduate Academic Council

Date: Sept. 2, 2013

From: Dr. Cheryl Mann Bacon on behalf of the
Faculty of the JMC Department

Re: Addition of JMC 100 to
Social Science core options

In March 2012, the JMC faculty brought a proposal to the council to add JMC 100 Media Issues to the menu of courses from which students may meet the Social Science core requirement. After discussion during two meetings, the proposal was tabled. The JMC chair has consulted with the faculty and the vice provost and requests that the proposal be removed from the table for consideration.

The original proposal is still a part of the record. A revised/re-ordered syllabus is attached. This memo seeks to present with more clarity how the SLO's enumerated in the course syllabus meet the requirements enumerated in the approved Social Science Criteria. Those criteria are listed here and with them the SLO that addresses them. The bolded title of the SLO's, e.g. **Global Diversity, First Amendment, Ethics**, etc., reflect that the SLO also supports the department's compliance with ACEJMC's Professional Values and Competencies.

From the Social Science Criteria

<http://blogs.acu.edu/uuac/files/2012/09/Social-Science-Criteria-FINAL.pdf>

The course will address at least one of the following:

- a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;
- b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.); communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;
 - **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.
- c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities;
 - **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.
 - **Ethics:** Students will gain understanding of current incidents and ethical issues in mass media, including plagiarism, bias, and deception.
- d. The course may focus on the interpretation of past practices or the history of human functioning over time.

- **History:** Students will be exposed to historical roots of and relationships among mass media and the related industries of public relations and advertising.
- **First Amendment:** Students will be exposed to historic issues and legal cases related to the free expression clause of the First Amendment.

3. Course Content Courses that satisfy the requirements in Social Sciences should either:

a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline; or

- **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.

b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.

- **History:** Students will be exposed to historical roots of and relationships among mass media and the related industries of public relations and advertising.
- **First Amendment:** Students will be exposed to historic issues and legal cases related to the free expression clause of the First Amendment.

Advisors: Neal Coates (Political Science) Mark Cullum (History) Suzie Macaluso (Sociology) Vernon Williams (History) Nancy Shankle (General Education)

The UGEC can consider requests from other disciplines.

For further clarification, highlighted here are those portions of the Criteria description of a social science course that are particularly sharp matches with the content of JMC 100 Media Issues:

A course in the social sciences will focus on human functioning including the basic assumptions about humans, their behaviors, and the dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance, and/or the study of how people produce, distribute and consume goods and services. A course in the social sciences should involve the study of human functioning at the level of the individual, small group, institution, organization, community, or larger population.