

COMM 143 Media Wellness-CrsRvs-2017-10-16

UNIVERSITY-WIDE CURRICULUM COMMITTEE

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

If DUAL LISTED list BOTH courses in the page title

Second Step: Click "SAVE" on bottom right

DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS

- **Please be sure to remove the Brackets while renaming the page**

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

***Indicates a required field**

Proposer*	B. Gail Wilson	Proposer Email*	bgwilson@iup.edu
Contact Person*	B. Gail Wilson	Contact Email*	bgwilson@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	7-3210

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

Category B:

course_revision

*** Teacher Education: Please complete the Teacher Education section of this form (below)**

*** Liberal Studies: Please complete the Liberal Studies section of this form (below)**

*** Distance Education: Please complete the Distance Education section of this form (below)**

Rationale for Proposed Changes (All Categories)

<p>(I) Repeatable Course</p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>						
<p>Proposed Repeatable Course</p>	<p>NO If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>						
<p>(J) Number of Credits</p>	<p>Class Hours per week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>						
<p>Proposed Number of Credits</p>	<p>Class Hours:3 Lab Hours:Credits:</p>						
<p>(K) Current Course Student</p> <p>Learning Outcomes (SLOs)</p>	<p>Student Learning Outcomes:</p> <p>Upon completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness 2. Develop an understanding of the positive and negative effects of media consumption 3. Assess personal media use and evaluate its impact on individual wellness 4. Evaluate media content and its intentions 5. Apply healthy strategies for media exposure and consumption 						
<p>(L) Proposed Course Student</p> <p>Learning Outcomes (SLOs)</p> <p><i>For each outcome, describe how</i></p> <p><i>the outcome will be achieved</i></p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="808 1079 1446 1913"> <thead> <tr> <th data-bbox="808 1079 1019 1150">SLO #</th> <th data-bbox="1019 1079 1230 1150">Course Outcome</th> <th data-bbox="1230 1079 1446 1150">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1150 1019 1913">1</td> <td data-bbox="1019 1150 1230 1913">Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness</td> <td data-bbox="1230 1150 1446 1913">The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.</td> </tr> </tbody> </table>	SLO #	Course Outcome	How outcome is assessed	1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.
SLO #	Course Outcome	How outcome is assessed					
1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.					

2	Develop an understanding of the positive and negative effects of media consumption	Course readings, viewing of appropriate media, such as TED Talks, will provide the content that allows students to self-assess through class discussion and participation. To assess class participation, at least 80 percent of the students will get one or more answers correct or be able to correctly identify elements of the presentation, media viewing or other media content that relates to the class participation activities.
3	Assess personal media use and evaluate its impact on individual wellness	Students will complete a media assessment survey at the start of the class and again later in the class to evaluate and consider how much media they consume. To assess this outcome, each student's survey will be evaluated using a grading rubric with at least 75% of the students achieving a 3.5 on a five point scale in the rubric.

4	Evaluate media content and its intentions	The culmination of the course will be for students to complete a "poster" that imparts tips for mindful media consumption. An assessment rubric will be used to evaluate comprehensive, adequate or minimal understanding of the content. At least 75 percent of the students must achieve an "adequate" rating in the evaluation. Use of discussion questions and online discussion boards will aid in accomplishing this outcome.
5	Apply healthy strategies for media exposure and consumption	A culminating project at the conclusion of the semester will require students to identify specific aspects of media consumption and how they relate to healthy lifestyles. The goal is to promote "mindful" media use. A class presentation, paper or other assignment will be assessed with a grading rubric that identifies criteria for achievement. At least 75 percent of students will receive a 3.5 on a five point scale on the grading rubric.

(M) Previous Brief Course Outline

(It is acceptable to copy from old syllabus)

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

Week	Course Topic
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1	<p>Introduction to Course</p> <p>Do you need a media “diet”?</p>
2	<p>Good news/bad news; How did that make you feel? Positive and negative effects of media consumption</p>
3	<p>Information Overload: How much is too much?</p>
4	<p>Managing Media Consumption</p> <p>TED Talk: Allison Graham: How social media makes us unsocial</p>
5	<p>Changes Trends in Media Use: Baby Boomers to Millennials and how our media use had changed</p>
6	<p>Don't believe everything you see: Fake news and Photoshop, Perceptions of truth and trust between media sources</p>
7	<p>Our Duty to be Informed: Media and community engagement</p> <p>TED Talk: Alisa Miller: How the news distorts our worldview</p>
8	<p>Media Consumer or Media Creator: From citizen</p>

	12	The scholarship of media consumption: How media use is studied, defined and reported
	13	To Infinity and Beyond: Media use for your future TED Talk - AJ Leon: This is Not your Practice Life
	14	A Balanced Media Diet: Taking steps for mindful media consumption TED Talk - Ethan Zuckerman: Listening to Global Voices
	Final Exam	Poster Presentations
<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>The course outline is unchanged.</p>	

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p><i>NOTE: you must check this box if the Course has previously been approved for Distance Education</i></p>
Course Prefix/Number	
Course Title	
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

Brief Course Outline

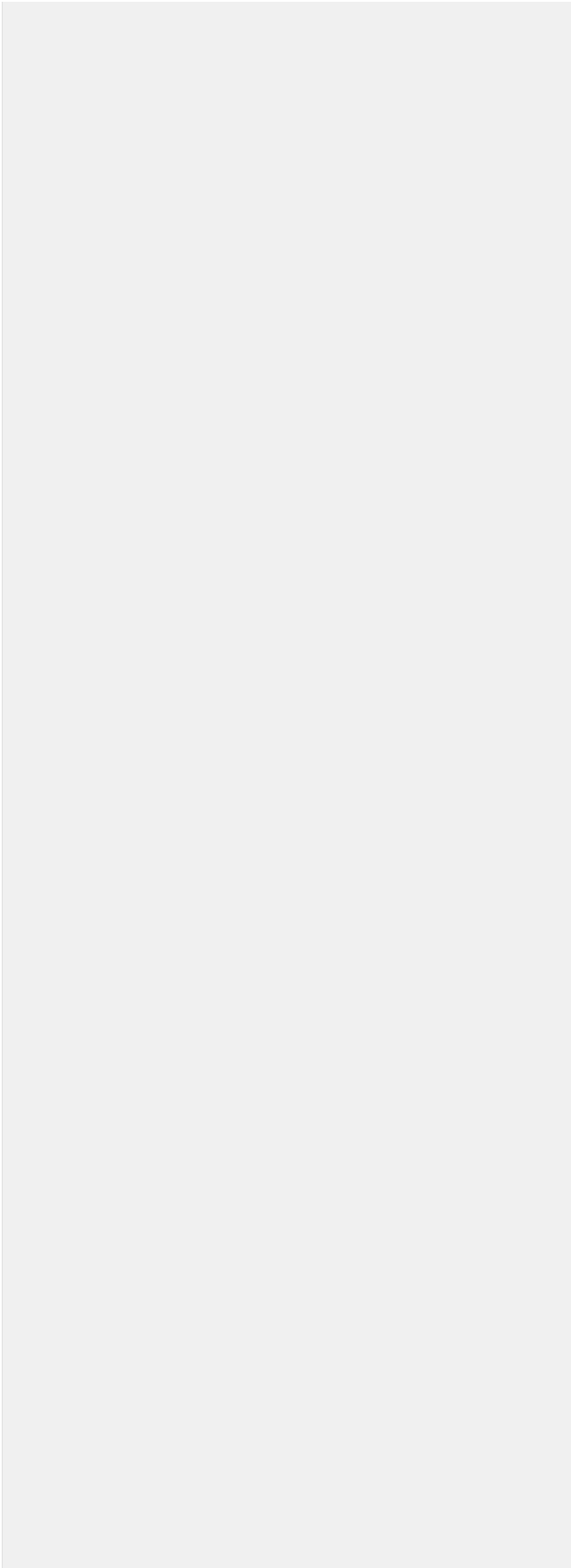
Give an outline e9 | 48 uffr718.95 Tmis4 m 48.38 48.38 | 48.36

Table 1: Course Outline

Week	Topic
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Week	Topic
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Week	Topic
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- an understanding of themselves and a respect for the identities, histories and cultures of others

How will each outcome be measured
 (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal

Narrative on how the course will address the Selected Category Content

SLO #	Course Outcome	
1	Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness	The course is designed to encourage active learning through lecture, discussion and participation. The breadth of course readings, discussion and assignments supports each of the learning objectives. Use of informal assessment strategies including peer sharing and critiques of media viewed and student self-assessments of media use will be used. To assess class participation, at least 80 percent of the students will get one or more answers correct during participation activities.

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Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

This course will include the perspectives of ethnic and racial minorities and women through the diverse set of readings and

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Two text books, [The Information Diet: A Case for Conscious Consumption](#) (Johnson, 2012) and [Media Consumption and Public Engagement: Beyond Presumption of Attention](#) (Couldry & Livingstone, 2016) will be used in part throughout the course.

Additionally, the non-textbook reading,

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