

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

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## 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*

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

|                      |                     |
|----------------------|---------------------|
| <b>Course Level*</b> | undergraduate-level |
|----------------------|---------------------|

| Course Revisions   |  |
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| (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:<br><br>course_revision<br><br><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i><br><br><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i><br><br><i>* Distance Education: Please complete the Distance Education section of this form (below)</i> |

| Rationale for Proposed Changes (All Categories)      |  |
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| <b>(A) Why is the course being revised/deleted:*</b> | This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes.   |
| <b>(B) University Senate Summary of Rationale*</b>   | <i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i><br><br>This course is being revised to align the course Student Learning Outcomes with the Expected Undergraduate Student Learning Outcomes and to include a measurement for each of the course outcomes. |



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| <p><b>(I)<br/>Repeat<br/>able<br/>Course</b></p> <p>This is for a course that can be repeated</p> <p>Multiple times e.g. Internship</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><b>Proposed Repeatable Course</b></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><b>(J)<br/>Number of Credits</b></p>   | <p>Class Hours per week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>   |
| <p><b>Proposed Number of Credits</b></p>  | <p>Class Hours:3Lab Hours:Credits:</p>  |
| <p><b>(K)<br/>Current Course Student Learning Outcomes (SLOs)</b></p>   | <p><b>Student Learning Outcomes:</b></p> <p><b>Upon completion of the course, the student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how media affects various aspects of wellness including social, emotional, intellectual and physical wellness</li> <li>2. Develop an understanding of the positive and negative effects of media consumption</li> <li>3. Assess personal media use and evaluate its impact on individual wellness</li> <li>4. Evaluate media content and its intentions</li> <li>5. Apply healthy strategies for media exposure and consumption</li> </ol> |



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| 6          | Don't believe everything you see: Fake news and Photoshop, Perceptions of truth and trust between media sources                                      |
| 7          | Our Duty to be Informed: Media and community engagement<br>TED Talk: Alisa Miller: How the news distorts our worldview                               |
| 8          | Media Consumer or Media Creator: From citizen journalists to YouTube stars   |
| 9          | Media as a "Super-Peer": Are you keeping up with the Kardashians or being your "selfie"<br>TED Talk - Lauren Zalaznick: The Conscience of Television |
| 10         | Book Week: Alone Together (Turkle, 2011)<br>TED Talks - Sherry Turkle: Connected, but alone? & Alone Together  |
| 11         | It is not all bad news: Media as a positive force  |
| 12         | The scholarship of media consumption: How media use is studied, defined and reported   |
| 13         | To Infinity and Beyond: Media use for your future<br>TED Talk - AJ Leon: This is Not your Practice Life  |
| 14         | A Balanced Media Diet: Taking steps for mindful media consumption<br>TED Talk - Ethan Zuckerman: Listening to Global Voices                          |
| Final Exam | Poster Presentations   |

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| <p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. 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> |
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## Distance Education Section

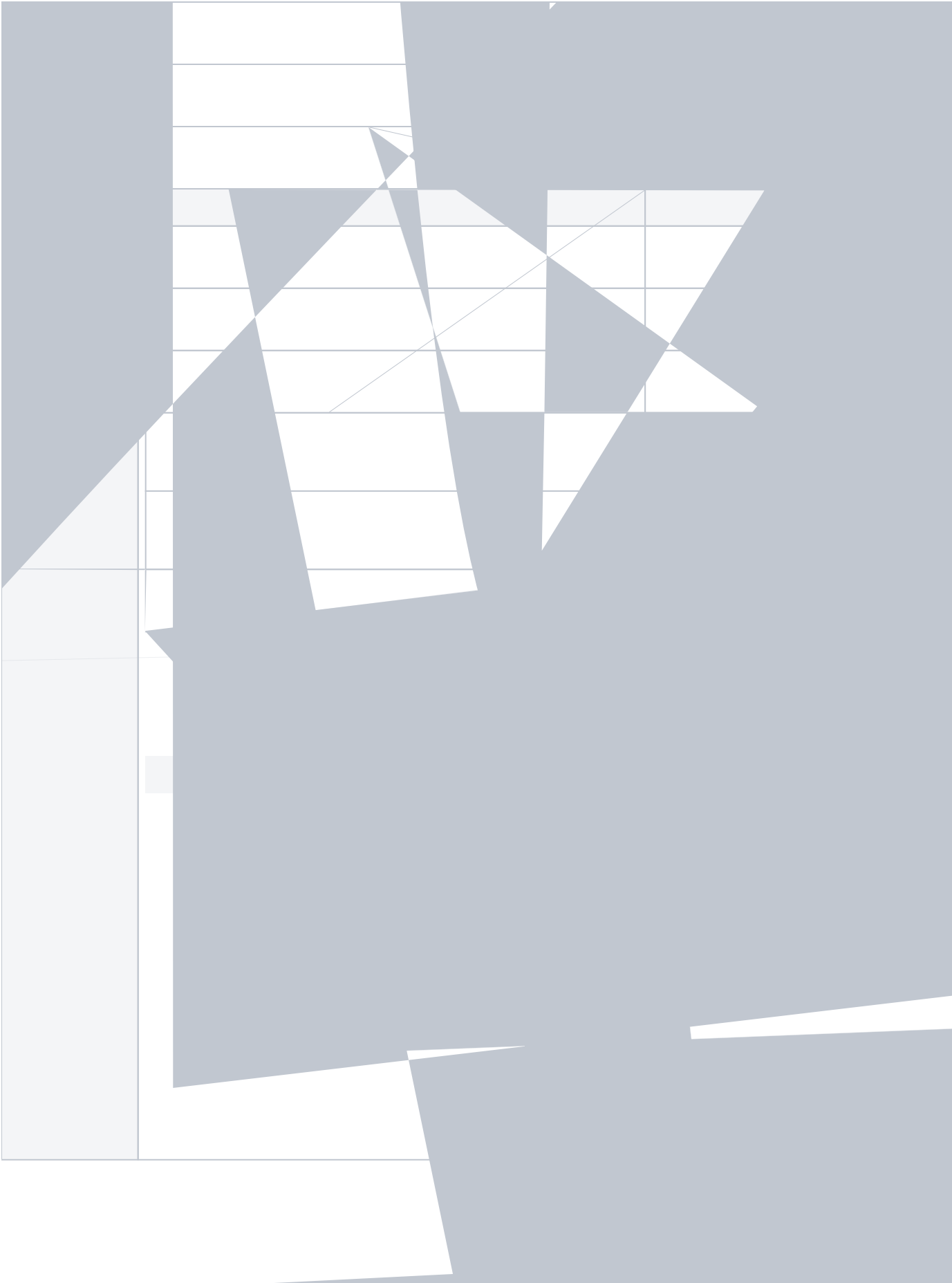
*- Complete this section only if adding Distance Education to a New or Existing Course*

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| <b>If Completing this Section, Check the Box to the Right:</b>   | <b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>  |
| <b>Course Prefix/Number</b>  |   |
| <b>Course Title</b>  |   |
| <b>Type of Proposal</b>  | <i>See CBA, Art. 42.D.1 for Definition</i>  |
| <b>Brief Course Outline</b>  | <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. 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> |
| <b>Rationale for Proposal (Required Questions from CBA)</b>  |   |
| <b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b> |   |

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| For each outcome in the |  |
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**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*

| <b>SLO #</b> | <b>Course Outcome</b> |  |
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| <p><b>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.</b></p> | <p>Two text books, <u>The Information Diet: A Case for Conscious Consumption</u> (Johnson, 2012) and <u>Media Consumption and Public Engagement: Beyond Presumption of Attention</u> (Couldry &amp; Livingstone, 2016) will be used in part throughout the course.</p> <p>Additionally, the non-textbook reading, <u>Alone Together: Why we expect more from technology and less from each other</u> (Turkle, 2011) will be reviewed along with the accompanying TED Talk, Connected, but alone? by the book's author, Sherry Turkle.</p> <p>Reading assignments are listed on the course syllabus. Students are required to complete the readings and participate in discussion, including submission of discussion questions as listed below. <u>Alone Together</u> is available through ProQuest as a free ebook, available for check out for 14 days. To minimize the potential expense for students, the other books will be placed on reserve in the library as well as sections made available digitally as permitted by copyright.</p> <p>Additional articles, such as these, are available in digital form via the IUP Library and will be used as appropriate to the course content:</p> <p>Coyne (2014) Media Time = Family Time: Positive Media Use in Families</p> <p>Kiousis (2009) Public Trust or Mistrust? Perceptions of Media Credibility in the Information Age</p> <p>Kuo (2014) Media Use among Adolescents with Autism Spectrum Disorder</p> <p>Mazurek (2013) Social Media use among adults with autism spectrum disorders</p> <p>Molesworth (2009) Adults' Consumption of Videogames as Imaginative Escape from Routine</p> <p>Selected articles on basic media research and theories including: content analysis of media, uses and gratifications theory, the third-person effect, agenda-setting, etc. The intent here is not to be overwhelming but to touch on some theories and research methods related to media use and consumption that are appropriate for a 100 level class.</p> <p>McLeod (2017) Thinking About the Media: A review of theory and research on media perceptions, and their consequences.</p> <p>For this example we have chosen <u>Alone Together: Why we expect more from technology and less from each other</u> (Turkle, 2011). This selection has a dual purpose. Sherry Turkle is a leading writer and researcher on how media consumption has impacted the lives of users and is also an acclaimed speaker on the topic with a national TED talk on the same topic with nearly 4 million views. That video along with several others on this topic will be used throughout the course.</p> <p>Various popular media and academic publications publish on this topic on a consistent basis. Data from The Pew Research Center will be accessed to discuss with students how their demographic is using current mass media.</p> |
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## Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

|   |   |
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| <p><b>If Completing this Section, Check the Box to the Right:</b></p> | <p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>  |
| <p><b>Course Designations:</b></p>                                    |   |
| <p><b>Key Assessments</b></p>   |   |
| <p><b>Narrative Description of the Required Content</b></p>           | <p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>The Overall Program Assessment Matrix</li> <li>The Key Assessment Guidelines</li> <li>The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File    Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>Drag and drop to upload or <a href="#">browse for files</a> </li> </ul> <p><i>How the proposal relates to the Education Major</i></p> |

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>