



<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<b>(I) Repeatable Course*</b>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Prerequisite(s)</b>	<b>COMM 101 or JRNL 105; ENGL 101 and 202 (grades of C or better)</b>
<b>(K) Co-requisite(s)</b>	<i>This means that another course must be taken in the same semester as the proposed course</i>
<b>(L) Additional Information</b>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p>



Week 14 Presentation of Promotional Campaigns

Final Exam as Scheduled

**IV. Evaluation Methods:**

**Assignment #1: *Client and audience analysis*** – in preparation for assignments 2 and 3, students will write a client and audience analysis paper, detailing the needs of the client and the target audience for the series of announcements detailed in the following assignments. Students will write two of these, one for the public service client and one for the commercial client.

- Students will be required to submit drafts of selected assignments, revise and resubmit after receiving instructor feedback. At least one of the assignments 2, 3, or 4 will include the submission of required drafts. Assignment 5 will also include the submission of a draft.

**Assignment #2: *Public Service Announcements*** – students will select, with the approval of the instructor, a local non-profit


<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p> <p>If approved, this course will fulfill the W requirement for Communications Media majors.</p>
<p><b>(T) Is a Similar Class Offered in Other Departments?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p> <p>This is a discipline specific course, focusing on persuasive writing for electronic media. It is intended for Communications Media majors and minors.</p>
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>NO</p> <p>Please Provide Comment:</p>
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>The course will have no impact on other departments. It is intended for Communications Media majors and to some degree, Communications Media minors.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<p style="text-align: center;"><b>File      Modified</b></p> <hr style="width: 20%; margin: auto;"/>
<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>The course will be rotated into our schedule as needed.</p>



<p><b>Brief Course Outline</b></p>	<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> <p>Week 1      Understanding the nature of persuasive media writing                          The goals of persuasive media writing</p> <p>Week 2      Understanding and targeting media audiences                          Demographics and psychographics</p> <p>Week 3      Working with clients and understanding their needs                          Working with non-profit organizations                          Developing effective public service campaigns</p> <p>Week 4      Using words wisely                          The language of persuasion                          How we talk vs. how we write                          Writing to be heard vs. writing to be read</p> <p>Week 5      Analyzing persuasive media                          Radio and Television script formats</p> <p>Week 6      Writing Radio &amp; Television Commercials</p> <p>Week 7      Television and Radio Promotion</p> <p>Week 8      Mid-term test                          Writing Persuasive Presentations</p> <p>Week 9      In-class presentations</p> <p>Week 10     Writing for online and social media</p> <p>Week 11     Book Discussion: Brainfluence</p> <p>Week 12     The consistency of the message</p> <p>Week 13     Writing Public Service Announcements</p> <p>Week 14     Presentation of Promotional Campaigns</p> <p>Final Exam as Scheduled</p>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>Faculty in the Department of Communications Media are all capable of teaching online courses. Without exception, each person is technically adept as well and comfortable with the course content. Any member of our department is qualified to teach this course, in person or online.</p>

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<ol style="list-style-type: none"> <li>1. Understand media audiences Course textbook readings, online lectures and discussion boards</li> <li>2. Develop a persuasive writing strategy that can be used effectively in written and oral communication Assignments throughout the course can be delivered electronically for instructor review and feedback</li> <li>3. Develop effective persuasive media writing skills using appropriate script formats Instructions and script format examples can be provided online and assignments can be submitted electronically for evaluation</li> <li>4. Design messages to persuade audiences within specific demographic groups Assignments throughout the course can be delivered electronically for instructor review and feedback</li> <li>5. Design and present persuasive messages to an audience, online and on-air Students will record their persuasive messages and upload those to an online media platform (YouTube, itube, etc.)</li> <li>6. Develop a consistent message across media platforms Evaluation of assignments, course readings and instructor feedback.</li> </ol> <p>Common Learning Objectives for Writing-Across-the-Curriculum Courses</p> <ol style="list-style-type: none"> <li>1. effectively communicate in writing Student work will be evaluated with feedback after being submitted electronically</li> <li>2. respond critically and analytically to materials and sources relevant to the course Faculty evaluation of online assignment submissions will provide feedback as to the research and sources used for compiling the audience analysis and other written assignments</li> <li>3. discuss/critique his or her own writing Students will submit drafts of some assignments for feedback and will respond to faculty comments and suggestions. This can be accomplished via email or virtual conferences.</li> </ol>
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<ol style="list-style-type: none"> <li>1. During the period of instruction, the instructor will have regular online office hours for the purpose of answering questions. Online office hours refer to the professor being available to answer emails immediately after sent.</li> <li>2. Additionally, discussion can be fostered by using the Discussions function of D2L. In this function, a professor can post a New Topic for discussion and students can post their thoughts under the prompt by the professor. This can foster both instructor-student and student-student discussion.</li> <li>3. Other electronic communication devices such as Skype and Facetime can be used for faculty and student discussion and conferences.</li> </ol>







**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**


**Please answer the following questions.**

<p><b>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.</b></p>	<p>The primary text for the course is written by two women authors. These authors have backgrounds in rhetoric, gaming, technology, cross-cultural rhetoric and global learning. Throughout the text, the authors provide examples of women writers and media producers. Media examples shown throughout the book include representations of women, global cultures and minorities as appropriate to the content. Additionally, examples of student work shown and explained in the book appropriately includes examples produced by women, international and minority students. In reading this text, students are exposed to a variety of perspectives about persuasive messages (positive and negative) and how those messages impact different audiences.</p>
<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>Several books on the social psychology of persuasion are available. Possibilities for non-textbook readings include:</p> <p>Captivology: The Science of Capturing People's Attention</p> <p>Fascinate: How to Make your Brand Impossible to Resist</p> <p>Brainfluence: 100 Ways to Persuade and Convince Consumers with Neuromarketing</p> <p>Contagious: Why Things Catch on</p> <p>The non-textbook reading chosen for this initial syllabus is Brainfluence (2015). The interdisciplinary nature of the book, studying how the mind of the consumer reacts to words and images and how that reaction impacts decision-making makes it an appropriate supplement to this course. The book also includes ideas for non-profit and small business promotion, which are components of the course assignments.</p> <p>One week of the course schedule is dedicated to discussion of the non-textbook reading. Students will be given discussion questions for each class and a culminating quiz will be used to encourage reading. The online offering of this course can accomplish this same assignment with discussion boards and synchronous discussion sessions scheduled during the time of the course offering.</p>

## Teacher Education Section

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

<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>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><b>File</b>   <b>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><b>Narrative Description of the Required Content</b></p>	<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>