

**Eastern Illinois University**  
**Revised Course Proposal**  
**JOU 1000G, News, Information & Media Literacy**

Agenda Item #15-63  
Effective Fall 2015

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course
2. Course prefix and number: JOU 1000G  
Short title: News, Info & Media Literacy
3. Long title: News, Information & Media Literacy
4. Hours per week: 3 Class 0 Lab 3 Credit
5. Terms:  Fall  Spring  Summer  On demand
6. Initial term:  Fall  Spring  Summer Year: 2015
7. Catalog course description: \_\_\_\_\_

This course helps students develop news, information and media literacy skills essential to function effectively in the current news media environment. Students will develop information literacy skills, so they can effectively comprehend, process, assess and interact with the news media and reflect on their personal experiences of news media use in light of social, economic, cultural, and political factors within domestic and global contexts. WI

**8. Course attributes:**

General education component: Social and Behavioral Science  
 Cultural diversity  Honors  Writing centered  Writing intensive  Writing active

**9. Instructional delivery**

**Type of Course:**

Lecture  Lab  Lecture/lab combined  Independent study/research  
 Internship  Performance  Practicum/clinical  Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

Face to Face  Online  Study Abroad  
 Hybrid, specify approximate amount of on-line and face-to-face instruction. 50% on-line and 50% face-to-face is recommended.

Course(s) to be deleted from the catalog once this course is approved. JOU 2000G

**10. Equivalent course(s):** None

a. Are students allowed to take equivalent course(s) for credit?  Yes  No

b. Prerequisite(s): none

c. Can prerequisite be taken concurrently?  Yes  No

d. Minimum grade required for the prerequisite course(s)?

e. Use Banner coding to enforce prerequisite course(s)?  Yes  No

f. Who may waive prerequisite(s)?

No one  Chair  Instructor  Advisor  Other (specify)

11. Co-requisite(s):  None \_\_\_\_\_

12. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: None

13. Repeat status:  May not be repeated  May be repeated once with credit

14. Enter the limit, if any, on hours which may be applied to a major or minor: None

15. Grading methods:  Standard  CR/NC  Audit  ABC/NC

16. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in:  
\_\_\_\_\_

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

17. Additional costs to students:

Supplemental Materials or Software  None \_\_\_\_\_

Course Fee  No  Yes, Explain if yes \_\_\_\_\_

18. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1.  Course is required for the major(s) of \_\_\_\_\_  
 Course is required for the minor(s) of \_\_\_\_\_  
 Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective

### **2. Rationale for proposal:**

This course is intended to be a general education course that EIU students of any major can take, in order to gain an ability to critically consume and process media messages offered primarily by news and information sources and to effectively participate in the fast-changing media ecosystem.

Students today live in a media environment where they consume, process, create, and share information. To function effectively in this environment, students must possess an ability to assess the origin and quality of information, to recognize the purpose of information, and to comprehend information. News, information, and media literacy skills are essential, proven by the fact that some 250 universities and colleges in the U.S. that currently offer a course on or related to media literacy. As we all know, liberal arts and science education is heavily vested in fostering critical thinking skills, and thus, courses in Arts and Humanities would have sections or assignments relating to critical thinking skill development. Students will need these media skills in order to effectively function in today's information-saturated society.

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: None

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: WI. Most assignments in this course involve critical reading and writing. Writing assignments are intended to strengthen students' writing skills and deepen students' understanding of course content. Writing assignments are responsible for at least 35% of the final course grade. Students will have a chance to revise at least one of their assignments.

### **4. General education assurances (answer N/A if not applicable)**

General education component: Social and Behavioral Science. This course helps students develop news, information, and media literacy skills that are essential for them to possess, in order to function effectively in the current media environment. This course encourages students to reflect on their personal experiences of media use in light of social, economic, cultural and political factors within domestic and global contexts. In addition, this course asks students to demonstrate their abilities to comprehend information they gathered by creating the most appropriate messages and presenting them in the most appropriate media platforms. In doing so, we believe that students will be engaged in serious learning and will develop an ability to function as active citizens of local and global communities.

Curriculum: The course curriculum addresses EIU Undergraduate Learning Goals of critical thinking, writing and critical reading, speaking and listening, quantitative reasoning, and responsible citizenship. The course curriculum includes: seeking and gathering of information and data [Critical Thinking and Critical Reading]; critically approaching gathered information with questions from diverse perspectives [Critical Thinking and Critical Reading]; comprehending qualitative and quantitative information and data [Critical Thinking and Quantitative Reasoning]; writing and creating appropriate messages to share with intended audiences [Critical Thinking and Writing]; and managing a project that will be shared with the class in the form of presentation [Speaking and Listening]

Instruction: The skills from the learning goals will be taught and reinforced in each class through face-to-face lectures, in-class exercises, and out-of-class assignments.

Assessment: Each assignment, activity, project, and exam is intended to directly assess students' proficiency in abilities and skills associated with learning goals.

## **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: An increasing number of students choose online courses when they wish to take summer courses, and we believe offering an online version of this course serves students' needs. While we believe that a face-to-face learning environment is optimal for faculty-student interaction, we think that assuring an online environment where students can achieve learning goals to the maximum extent is possible. As all assignments in the face-to-face course are take-home assignments with an exception of exams, instructors teaching an online version of this course can create a learning environment similar to the face-to-face course environment. With online course delivery software advancing each year, we believe that courses offered online such as this one can help students achieve their learning goals, should they choose online over face-to-face courses.

Instruction: Online course instructions should meet the same learning goals as a face-to-face course. As far as an online learning management system (e.g., EIU's Learning Management System, LMS) allows, the instructional materials and assessment will remain identical to its counterpart. Instructors teaching online sections will complete OCDI training or its equivalent.

Integrity: Maintaining integrity of student work might be the most challenging aspect of a course delivered technologically. While acknowledging that it would be hard to stop someone determined to violate the integrity of work, it also should be known that most students are truly interested in learning. Having said that, the integrity of student work can be assessed on the EIU's Learning Management System (LMS) in several ways. Students have to respond to specific questions reflecting each week's reading in discussion threads. They also have to respond to classmates' reactions to readings by responding to others' postings. Because authoring and commenting on posts happen

every week and several times a week, it would be difficult for a student to have someone else complete the work. If quizzes or exams are given online, they would have time limits, and the quiz and exam questions are released to students at a specific time and the access to the questions is stopped after the allowed time. Research papers will be evaluated for plagiarism. While cheating may be possible, the reading and assignments require an immersion in the course topic and would make cheating more arduous than the effort to learn the material.

**Interaction:** EIU's Learning Management System (LMS) email, discussion threads, and chat rooms will facilitate instructor-student and student-student interaction. The instructor is available to students throughout the day in the LMS. Students will meet and work with other students through discussion threads on the LMS. The instructor will review the quantity and quality of each student's participation and contributions and assign a grade or score that will be used when determining the final grade for the course. Criteria used will include the student's ability to critically analyze, synthesize, and utilize information when contributing to discussions and responding to peer comments.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: JOU1000G. News, Information & Media Literacy

2. Catalog description

This course helps students develop news, information and media literacy skills essential to function effectively in the current news media environment. Students will develop information literacy skills, so they can effectively comprehend, process, assess and interact with the news media and reflect on their personal experiences of news media use in light of social, economic, cultural, and political factors within domestic and global contexts. WI

3. Learning objectives.

Course objectives are designed to help students achieve each of five university learning goals of general education:

#### Course objectives:

After taking this course, students will be able to:

- (a) comprehend both how and why news and other media messages are constructed; CT 1
- (b) analyze the source, quality, and credibility of information; CT 2; WR 6; QR 3, 4
- (c) demonstrate an understanding of individual-and-societal level media effects in written and spoken assignments;CT 5; SL 4, 5, 6; RC 1, 2
- (d) comprehend ethical and legal issues surrounding use of new media; CT 3; WR 6; RC 1, 2
- (e) construct the most appropriate messages for the given purpose and audience; CT 6; WR 1, 2
- (f) determine the most appropriate platform and medium to deliver messages to others. CT 5; WR 2, 3, 4;

#### 4. Course materials.

Instructors will use their discretion in choosing course materials, but examples might include:

- Textbooks (examples in order of significance)

Potter, J.A. (2013). *Media Literacy*. 7<sup>th</sup> ed., Thousand Oaks, CA: Sage.

Mihailidis, P. (ed.). (2012). *News Literacy: Global Perspectives for the Newsroom and the Classroom*. New York, NY: Peter Lang.

Macedo, D. & Steinberg, S. R. (eds.). (2007). *Media Literacy: A Reader*. New York, NY: Peter Lang.

Lazere, D. (2013). *Thinking Critically about Media and Politics*. CO: Paradigm Publishers.

Baker, Frank W. (2009). *Political Campaigns and Political Advertising: A Media Literacy Guide*. Santa Barbara, CA: ABC-CLIO, LLC.

- Various news and media reports from various media platforms
- The course content does not include popular media, such as TV dramas and films.

#### 5. Weekly outline of content.

This class is offered twice a week over 15 weeks, and each class meets for 75 minutes:

Week 1: Living in the information-saturated world

Access and exposure to news, information, and media messages

Week 2: Domestic and global perspectives for news, information and media literacy

Week 3: Theories and perspectives of news, information, and media literacy

Weeks 4 & 5: Evolution of news media technologies

Development of the news media industry

Economic structure and ownership of the news media industry

Week 6: Consuming news, information, and media messages

Individual and societal use of news and information

Individual use of information and industry perspectives on audiences

Week 7: News media content and reality

Individual differences in reality construction

Week 8: Information subsidy

Factors affecting news

Week 9: Perspectives on media effects

Individual-level media effects (e.g., information processing; selective exposure, attention, and retention)

Societal-level media effects (e.g., framing; cultivation; uses-gratification)

Week 10: Controlling the media effects process

Weeks 11 & 12: Information production

Determining the purpose of news, information, or other media messages

Determining the audience for news messages

Constructing news messages

Week 13: Ethical and legal practices of news message dissemination

Week 14: Project presentations

Week 15: Project presentations

Week 16: Final Exams

**6. Assignments and evaluation, including weights for final course grade.**

Examples of assignments might include:

Assignment 1. News analysis (10%)

Analyze news stories to determine perspectives presented in each story or article.

Analyze how those perspectives are presented.

Assignment 2. Media message comparison (10%)

Compare different types of messages (news, informational, opinion, advertising, promotional, persuasion, etc.) to comprehend how and why messages are constructed.

Assignment 3. News and information gathering (10%)

Collect information on a given topic from various sources and compare those sources for class presentation.

Assignment 4. Theory explication (10%)

Read and synthesize articles on media effect theories

Assignment 5. Theory application (10%)

Find real-life examples of media effects for class presentation

Assignment 6. Message construction (10%)

Create messages for a specific purpose and specific audience

Assignment 7. Media platform selection (10%)

Revise messages created in assignment 6 and select a news media platform to present them.

Exams (20%)

Apply knowledge from class materials in exams composed of multiple-choice, true/false, and/or essay questions. Two exams, including one final exam, will be given, each responsible for 10% of the course grade.

Project presentation (10%)

Develop and give a presentation based on the message(s) created in assignment 6 & 7. For online sections of the course, students may be asked to deliver their presentations via SKYPE or other digital video technology.

## 7. Grading scale.

Standard letter grades will be given based on the following scale:

90% or up: A  
 80-89.9%: B  
 70-79.9%: C  
 60-69.9%: D  
 59% or below: F

## 8. Correlation of learning objectives to assignments and evaluation.

	Exam I & II 20%	News analysis 10%	Media Message comparison 10%	News and info gathering 10%	Theory explication 10%	Theory application 10%	Message construction 10%	Media platform Selection 10%	Project presentation 10%
comprehend both how and why news and other media messages are constructed	*	*	*	*					*
analyze the source, quality, and credibility of information	*	*	*	*					*
demonstrate understanding of individual- and-societal level media effects	*				*	*			*
comprehend ethical and legal issues surrounding use of new media	*						*	*	*
construct the most appropriate messages for the given purpose and audience							*	*	*
determine the most appropriate platform and medium to deliver messages to others							*	*	*

**Date approved by the department or school:** Jan. 21, 2015

**Date approved by the college curriculum committee:** Feb. 4, 2015

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA:** March 12, 2015      **CGS:** Not Applicable