California State University, Long Beach
General Education Action Request
Instructions: Complete and submit all pages

`RESET FORM`

I. Course Identification

Dept. Prefix and Course Number: <u>JOUR 415</u> Official Course Title: <u>Diversity in the Media</u>

Course Cross Listed: ☐ Yes ☑ No   College: <u>CLA</u>   Dept. Prefix & Course Number: _____

II. Course Coordinator

Faculty member(s) responsible for this course and this report: <u>Teresa Puente</u>
Phone: <u>5-4981</u>   Email: <u>teresa.puente@csulb.edu</u>

III. Course History

Frequency of offering during past three years:
☑ Every semester   ☐ Once a year   Other (describe) _____
Number of sections per offering <u>2</u>   Number of instructors teaching the course <u>3</u>

IV. Catalog Description (including prerequisites) If existing course, provide photocopy from catalog. If changes have occurred since catalog publication, attach signed Course Change Form.

Prerequisites: The entire foundation curriculum along with one or more Explorations courses and upper-division standing.
Students examine the relationship between media and the marginalization, misrepresentation and discrimination of individuals and groups in the United States. Students will identify, analyze and challenge depictions of class, gender, ethnicity, race, religion and those with disabilities in U.S. media ⊞

V. Requested GE Categories

Check "Add" if new to category; "Delete" if removing from category; "Continue" if PREVIOUSLY APPROVED BY GEGC, and there are no substantial changes.

Add	Delete	Continue	First Year Experience GE:
☐	☐	☐	Written Communication (A.1)
☐	☐	☐	Oral Communication (A.2)
☐	☐	☐	Critical Thinking (A.3)
☐	☐	☐	Mathematics/Quant. Reasoning (B.2)
			Explorations:
☐	☐	☐	Life Sciences (B.1.a)
☐	☐	☐	Life Sciences No Lab (B.1.a.NL)
☐	☐	☐	Physical Sciences (B.1.b)
☐	☐	☐	Physical Sciences No Lab (B.1.b.NL)
☐	☐	☐	The Arts (C.1)
☐	☐	☐	Humanities: Literature (C.2.a)
☐	☐	☐	Humanities: Philosophy (C.2.b)
☐	☐	☐	Humanities: Foreign Lang. (C.2.c)
☐	☐	☐	★ U.S. History (D.1.a)
☐	☐	☐	★ Const. & American Ideals (D.1.b)
☑	☐	☐	★ Social Sciences & Citizenship (D.2)
☐	☐	☐	Lifelong Learning & Self-Dev. (E)

Upper Division Requirements:

Add	Delete	Cont.	
☐	☐	☐	Category B
☐	☐	☐	Category C
☑	☐	☐	Category D

Capstones (F):

Add	Delete	Cont.	
☐	☐	☑	Interdisciplinary
☐	☐	☐	Advanced Skills
☐	☐	☐	Service Learning
☐	☐	☐	Writing Intensive
☐	☐	☐	Integrative Learning*

*For majors only

Additional Requirements:

Add	Delete	Cont.	
☐	☐	☑	Human Diversity: Consider for HD Status
☐	☐	☐	Global Issues: Consider for Global Status

➢Course may be Human Diversity or Global Issues, not both

1

VI. Essential GE Skills

Regardless of GE Category, each course must address GE Essential Skills. These are the GE Skills used for assessment in departmental progress reports. For more clarification on each skill, please see the description of the Essential GE Skills and their associated learning outcomes.

Level of emphasis in this course:

Using the list below, check the box indicating the extent to which each skill is addressed in this course. For the primary level of emphasis, your proposal must include a **minimum of two (2) skills, but no more than three (3) identified. These primary skills should be reflected in your Student Learning Outcomes (SLO).** Depending on the GE approval requested, some GE Essential Skills will be pre-determined for the primary level of emphasis, please consult the Essential GE Skills table for assistance. Please list any essential skills that are a secondary level of emphasis (these skills are addressed in the course, but are not the primary emphasis). Secondary skills do not have to be reflected in your SLOs. **Please leave blank any skills that are not a primary or secondary emphasis.** Please keep in mind that the ratings below determine the assessment in your departmental annual report on assessment and program self-study.

> **NOTE: You must select atleast TWO primary skills for the category you've selected, but no more than three total**

Primary	Secondary	
☑	☐	Written Communication
☐	☐	Oral Communication
☐	☐	Critical Thinking
☐	☐	Quantitative Reasoning
☐	☐	Information Literacy
☐	☐	Teamwork
☐	☐	Inquiry and Analysis
☑	☐	Intercultural Knowledge
☐	☐	Ethical Reasoning
☐	☐	Creativity and Discovery
☐	☐	Foundation & Skills for Lifelong Learning
☑	☐	Interdisciplinary Learning
☐	☐	Social Responsibility and Civic Engagement
☐	☐	Problem Solving
☐	☐	Global Learning

VII. All General Education Action Request (GEAR) forms must include the Standard Course Outline.

VIII. Department and College Review of GE Courses

The GEGC recommends that Department and College Curriculum Committees review proposed GE courses in the context of the Department's and College's GE Course Inventory. New GE courses should fill a demonstrated curricular need, be viable and sustainable, as well as meet the GE Essential Skills and Student Learning Outcomes. Courses not meeting these expectations should be reconsidered.

IX. Required Signatures

By signing below, the department chair, college curriculum committee chair, and the college dean/associate dean verify that they have reviewed this action request and its supplemental materials for completeness, and attest to the appropriateness of the requested action.

Chair, Department of <u>Journalism and Public Relations</u>	Date: <u>09/20/2018</u>
PRINT NAME: <u>Dr. Jennifer Fleming</u>　　SIGN NAME:	

Chair, Curriculum Committee: College of <u>Liberal Arts</u>	Date:
PRINT NAME: 　　　　　　　SIGN NAME:	

(Assoc.) Dean, College of <u>Liberal Arts</u>	Date:
PRINT NAME: 　　　　　　　SIGN NAME:	

<u>Submit Electronically</u> ☐

Revised 12/12/2017

3

College of Liberal Arts
Department of Journalism & Public Relations
STANDARD COURSE OUTLINE
JOUR 415. Diversity in the Media

I. General Information

- A. Course Number: JOUR 415
- B. Title: Diversity in the Media
- C. Units: 3
- D. Prerequisites: Upper division standing and GE Foundation requirements
- E. Responsible Faculty: Heloiza Herscovitz
- F. Prepared by: Jennifer Fleming, Heloiza Herscovitz, Gwen Shaffer and Teresa Puente
- G. Date prepared/revised: September 2018

II. Catalog Description

Prerequisites: The entire Foundation curriculum along with one or more Explorations courses and upper-division standing.

Students examine the relationship between media and the marginalization, misrepresentation and discrimination of individuals and groups in the United States. Students will identify, analyze and challenge depictions of class, gender, ethnicity, race, religion and those with disabilities in U.S. media.

III. Curriculum Justification

<u>General Education Category D: Social Sciences and Category F: Capstone/Interdisciplinary</u>
We request classification of this course as GE in the D.2 Category, pursuant to Academic Senate Policy PS 12-00. For D.2 status, the course should "reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven." JOUR 415 fulfills this expectation. It is an interdisciplinary social science course, as it provides students an opportunity to examine the topic of diversity and media closely and critically. Students look at representations of race, ethnicity, class and gender in media through a variety of theoretical and methodological lenses. Media and journalism studies examine ethnicity, class, gender and sexual identity in films, television shows, advertising, news across all platforms, music videos, and social media. Thus, instructors use theories and methodologies from the fields of mass communication, social psychology, political economy, linguistics, feminism, and gender studies to survey the history and current state of mediated representations of nationally significant minority cultures. Theories may include, but are not limited to, framing, semiotics, symbolic annihilation, cultivation theory, intergroup attributional bias, audience reception, media effects, and critical/cultural. Students will be encouraged to scrutinize, question and challenge mediated "truths" concerning gender, ethnicity, class and sexual identity. In doing so, students will employ qualitative and quantitative analyses, social and oral history, and theme analyses. Students will also discuss the impact of digital media and how they have transformed access and participation, moving users from traditional positions of "readers" and "watchers" to writers, producers, commentators and activists through a variety of digital production tools and social media channels.

<u>General Education Category F: Human Diversity</u>
JOUR 415 fulfills the CSULB GE policy expectations for human diversity through multi-perspective examinations of representations of ethnicity, class, gender, and sexual identity in media. Students will study patterns of media portrayals, and examine the history of these patterns so as to better understand

the intricacies of media structures, and those who participate in defining them. Utilizing and synthesizing knowledge, theories and methods from different disciplines, students will consider the ways in which various media content contribute to the marginalization, misrepresentation, discrimination and empowerment of individuals and groups in the United States, with an emphasis on class, gender and national significant ethnic minority cultures (African Americans, Native Americans, Chicana(o)/Latina(o) Americans, Asian Americans, Pacific Islander Americans, and Middle Eastern Americans). Students may also be encouraged to identify and assess stereotypes of specific religious groups, individuals with disabilities, LGBT communities and senior citizens. The life experiences and personal beliefs of students will be integrated as much as possible into instruction and activities as a means to promote understanding of diversity and encourage tolerance and acceptance of others deemed "different" in media. In the process, JOUR 415 students will increase skills in writing, reading comprehension, critical thinking and research.

IV. Measurable Student Learning Outcomes, Evaluation Instruments and Instructional Strategies

Students who complete JOUR 415 will be able to:

@SLO 1: Explain how media content in the United States is produced within particular social, political, commercial and cultural contexts, and how content can affect perceptions of reality

> Using literature from mass communication studies and political economy, students learn principles, models, theories and structures related to gatekeeping, agenda–setting, and framing of news, entertainment and social media related to different groups in American society. Students strive to answer the question 'who is in control'?

> ➤ *Introduced and developed* through readings, viewings, lectures and participation in presentations and discussions.
> ➤ *Typically measured by* student performance in class discussions, essays, reaction papers, examinations, presentations and/or a final research project.

@*SLO 2: Apply the knowledge, theories and methods from mass communication and social psychology to identify and examine patterns and stereotypes of gender, ethnicity, class, and sexuality in media

> Students analyze standards of media coverage of crime involving different groups such as the police shootings or individual shootings of young African Americans (Trayvon Martin, Michael Brown, Tamir Rice, etc.) and mass shootings or individual killings committed by young European Americans (Adam Lanza, Dylan Klebold, James Holmes, the 'Affluenza' kid, etc.) case. Special attention is paid to frames in racial/ethnic background, social class and claims of mental illness in the context of Pettigrew's intergroup attributional bias and stereotyping.

> ➤ *Introduced and developed* through readings, viewings, lectures and participation in presentations and discussions.
> ➤ *Typically measured by* student performance in class discussions, reaction papers, and the cooperative learning technique known as the jigsaw classroom.

SLO 3: Write clear and organized analyses on how media shapes and perpetuates cultural norms and stereotypes concerning ethnicity, class, gender and sexuality in the United States

Guided by interdisciplinary theories and methods, students evaluate mediated depictions and their own perceptions of national significant ethnic and religious groups.

> *Introduced and developed* through readings, viewings, lectures and participation in presentations and discussions.
> *Typically measured by* student performance in class discussions, essays, examinations, reaction papers, poster sessions, presentations and/or a final research project.

*SLO 4: Write and reflect on how elements of popular culture inform and/or challenge personal attitudes about gender, ethnicity, class and sexuality

Students write critically about of the intersections between media and gender, sexuality, ethnicity and class, and they work and think collaboratively in a diverse community of learners
Students discuss their own representation in the media and the issue of political correctness in comedy and other fields.

> *Introduced and developed* through readings, viewings, lectures and participation in presentations and discussions.
> *Typically measured by* student performance in class discussions, essays, examinations, reaction papers, presentations and/or a final research project.

@*SLO 5: Discuss, research and evaluate diversity in media in light of 21st century developments—such as social media and hyper personalization

Propose ways that U.S corporate media can adapt to reflect 21st century realities and broaden their narrow depictions of ethnicity, class, gender and sexuality. Special attention is paid to social media both as a liberator and as a source of discrimination.

> *Introduced and developed* through readings, viewings, lectures, presentations and discussions.
> *Typically measured by* student performance in class discussions, essays and reaction papers.

SLO 6: *Measurable benchmark for written communication skills.* After completing this course, students will be able to articulate and organize their ideas in written form.
> Evaluation instruments: Specific assignments will vary by instructor, but typical assignments may include: essays, reaction papers, and a final research project.
> Instructions strategies: A writing rubric emphasizing the appropriate use of sources, reasoning and using citations will be employed. Standards for writing research papers will be discussed with students, both before and after assignments are completed.

SLO 7: *Measurable benchmark for critical thinking skills.* After completing this course, students will be able to demonstrate the ability to critically analyze policy arguments and place them in an appropriate context.
> Evaluation instruments: Specific assignments will vary by instructor, but typical assignments may include: weekly reflection question responses, class discussions, and group presentations. Students will also write a research-based policy paper that requires them to develop an argument (thesis), present credible evidence supporting that thesis, and tie the thesis to the argument.
> Instructions strategies: A rubric evaluating inclusion of thoughtful public policy, networking and economic arguments in all written work. Substantive feedback provided to students during class

discussions and on weekly reflection question responses will also reinforce critical thinking skills.

SLOs #2, 4 and 5 address Intercultural Knowledge.
SLOs #1, 2 and 5 address Interdisciplinary Learning

V. Outline of Subject Matter
The following is a broad outline of possible topics to be covered. Subject matter and sequence of topics may vary by instructor.

*Weeks 1,2,3,5,6, 8, 10, 12 and 13 address Intercultural Knowledge.
@Weeks 1, 2,5,6, 9 and 11 address Interdisciplinary Learning.

*@**Week 1:** Introduction/theoretical perspectives on diversity and media

*@**Week 2:** Methodologies to study diversity and media

***Week 3:** Crime Coverage and Social Psychology

Week 4: Class Oral Reports on Crime Coverage

*@**Week 5:** Media, Politics, Immigration and Religion

*@**Week 6:** Entertainment, Gender and Sexuality in the Context of Critical Studies

Week 7: Review and Midterm

***Week 8:** Diversity in Advertising and Consumer Culture in the Context of Critical Studies

@**Week 9:** Poster Session on Characteristics of Characters in Television Series

***Week 10:** Why We Confuse Race with Ethnicity & Social Class with Level of Education

@**Week 11:** Political Correctness and Comedy Shows

***Week 12:** Sexual Orientation and Media: Constructing, Deconstructing and Reconstructing

***Week 13:** The Elderly and the Media: Positive and Negative Stereotypes

Week 14: Growing Up With Contemporary Media: Personal Experiences

Week 15: Reviewing and Reflecting on the Course's Key Theories, Methods and Concepts

VI. Methods of Instruction

Check one or more modes of instruction that this course is authorized to use:

☐**X** traditional ☐**X** hybrid ☐**X** local online ☐ distance education

<u>Instructional Methods in Traditional (Face to Face) Classroom Settings</u>
Each instructor is free to choose methods they deem the most appropriate as long as the learning outcomes list above are addressed and the requirements for General Education Interdisciplinary Capstone, Human Diversity courses are met. That being said, it is recommended that JOUR 415 classes blend lecture, discussion and exercises designed to facilitate personal reflection and discovery based on the assumption that experience, beliefs and feelings are integral to studying human diversity, encouraging tolerance and acceptance of others, and creating meaning about individuals and groups with whom students are less familiar. In fact, the use of student-centered pedagogical techniques, such as small group discussions, group assignments, class presentations, and peer review of written work, is strongly encouraged. For more on "High Impact" teaching and learning strategies and practices, faculty can visit the Faculty Center for Professional Development: http://web.csulb.edu/divisions/aa/personnel/fcpd/

Lectures and activities can be enhanced with tools such as PowerPoint, film and video; however, the percentage of time used for film and other audio/visual texts needs to be clarified and limited. Instructors should be available for online or individual conferences when feasible. Supplementary materials may be provided via BeachBoard.

<u>Additional Instructional Methods and Requirements for Online and/or Hybrid Classes</u>
The department curriculum committee has determined this course is suitable for hybrid and/or online instruction. As per PS 03-11, any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus:

1. how the instructor will communicate with the students and how the students will communicate with each other;
2. how online participation will be assessed and graded;
3. how the instructor will monitor the online activities of the students;
4. how the standards of appropriate online behavior will be maintained;
5. the level of technical competence required of the students;
6. what the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
7. the alternative procedures for submitting work in the event of technical breakdowns;
8. the on-campus meeting requirements, if any;
9. how academic honesty will be enforced.

VII. Information about Textbooks/Readings
The following is a short list of textbooks that are most likely to be used in this course. Instructors may assign one of these and/or include other texts/readings.

Falk, Erika (2009) *Women for President: Media Bias in Nine Campaigns.* Urbana, IL: University of Illinois Press.

Lind, Rebecca Ann (2013). *Race/Gender/Class/Media 3.0. Considering diversity across audiences, content, and producers* (3rd edition). Boston: Pearson.

Weber, Lynn (2009). *Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework.* New York: Oxford University Press.

VIII. Bibliography

This is a highly selective bibliography, which certainly misses out on many important works. It is intended to show the range of materials currently available. Much material relevant to the course can be found in periodicals, both in print and in electronic form.

Alemán, S. M. (2014). Locating Whiteness in Journalism Pedagogy. *Critical Studies in Media Communication*, 31(1), 72-88. doi:10.1080/15295036.2013.808355

Alexander, P. J., & Cunningham, B. M. (2004). Diversity in Broadcast Television: An Empirical Study of Local News. JMM: *The International Journal on Media Management*, 6(3/4), 176-183.

Artz, N., Munger, J., & Purdy, W. (1999). Gender Issues in Advertising Language. *Women & Language*, 22(2), 20-26.

Benson, R. (2015). American journalism and the politics of diversity. *Media, Culture & Society,* 5-20.

Bodinger-de Uriarte, C., & Valgeirsson, G. (2015). Institutional Disconnects as Obstacles to Diversity in Journalism in the United States. *Journalism Practice,* 9(3), 399-417.

Brislin, T., & Williams, N. (1996). Beyond Diversity: Expanding the Canon in Journalism Ethics. *Journal of Mass Media Ethics*, 11(1), 16-27.

Conway, K. (2014). Little Mosque, Small Screen: Multicultural Broadcasting Policy and Muslims on Television. *Television & New Media*, 15(7), 648-663. doi:10.1177/1527476413498120

Danesi, M. (2015). *Popular Culture*, 3rd Edition. New York: Rowman & Littlefield.

Dines, G. and Humez, J. M. (2011). *Gender, Race and Class in Media*. Thousand Oaks, CA: Sage.

Dixon, T. L. (2003). White News, Incognizant Racism, and News Production Biases. *Review of Communication,* 3(3), 216-219. doi:10.1080/18358590320000100846

Everbach, T. (2014). "American women never again will be second-class citizens": Analyzing New York Times coverage of Geraldine Ferraro's 1984 vice-presidential bid. *Southwestern Mass Communication Journal*, 29(2), 1-30.

Fisher, E. (2015). Class struggles in the digital frontier: audience labour theory and social media users. *Information, Communication & Society*, 18(9), 1108-1122.

Gemi, E., Ulasiuk, I., & Triandafyllidou, A. (2013). Migrants and Media Newsmaking Practices. *Journalism Practice*, 7(3), 266-281. doi:10.1080/17512786.2012.740248

Harp, D., Bachmann, I., & Loke, J. (2014). Where Are the Women? The Presence of Female Columnists in U.S. Opinion Pages. *Journalism & Mass Communication Quarterly*, 91(2), 289-307.

Hartmann, D., Zhang, X., & Wischstadt, W. (2005). One (Multicultural) Nation Under God? Changing Uses and Meanings of the Term "Judeo-Christian" in the American Media. *Journal of Media & Religion*, 4(4), 207-234. doi:10.1207/s15328415jmr0404_1

Hazell, V., & Clarke, J.. (2008). Race and Gender in the Media: A Content Analysis of Advertisements in Two Mainstream Black Magazines. *Journal of Black Studies*, 39(1), 5–21.

Johnson, G. D., & Grier, S. A. (2011). Targeting without alienating: Multicultural advertising and the subtleties of targeted advertising. *International Journal of Advertising*, 30(2), 233-258.

Bounds, M. (2008). The Media as a System of Racialization: Exploring Images of African American Women and the New Racism. *American Behavioral Scientist*, 51: 675-685.

Matthews, J. (2013). News narratives of terrorism: Assessing source diversity and source use in UK

news coverage of alleged Islamist plots. *Media, War & Conflict*, 6(3), 295-310.

O'Boyle, N., Fehr, F., Preston, P., & Rogers, J. (2013). Who needs or delivers diversity training. *Journalism Practice*, 7(3), 300-313. doi:10.1080/17512786.2012.740242

Omachonu, J. O., & Healey, K. (2009). Media Concentration and Minority Ownership: The Intersection of Ellul and Habermas. *Journal of Mass Media Ethics*, 24(2/3), 90-109.

Ore, T. E. (2005). *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, 3rd ed. Boston: McGraw Hill.

Polson, E. (2011). Belonging to the Network Society: Social Media and the Production of a New Global Middle Class. *Communication, Culture & Critique*, 4(2), 144-163.

Ross, F. J., & Patton, J. P. (2000). The nature of journalism courses devoted to diversity. *Journalism & Mass Communication Educator*, 55(1), 24-39.

Selvadura, Shyam. (1997) *Funny Boy.* New York: Harcourt Brace.

Shoemaker, P. J. (1993), Communication in Crisis: Theory, Curricula, and Power. *Journal of Communication*, 43: 146–153.

Shumow, M., & Vigon, M. (2016). News Diversity and Minority Audiences. *Journalism Practice*, 10(1), 52-70. doi:10.1080/17512786.2015.1014668

Steiner, L. (2012). Failed Theories: Explaining Gender Difference in Journalism. *Review of Communication*, 12(3), 201-223. doi:10.1080/15358593.2012.666559

Sternheimer, Karen (2013). *Connecting Social Problems and Popular Culture: Why Media is Not the Answer.* Boulder, CO: Westview Press.

Watts, R., & Maddison, J. (2014). Print News Uses More Source Diversity Than Does Broadcast. *Newspaper Research Journal*, 35(3), 107-118.

IX. Instructional Policy Requirements

Instructors may determine their own policies with regard to plagiarism, withdrawal, absences, and adding the course, so long as the policies are consistent with the university policies as laid out in the CSULB Catalog. It is expected the course will follow university policies on attendance, course syllabi and standard course outcomes, final course grades, grading procedures, and final assessments, withdrawals, technology and modes of instruction, and textbooks. These policies can be accessed through the following links:

Attendance (PS 01-01)
(http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/)

Course syllabi and standard course outcomes (PS 11-07)
(http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/numerical/SCO.html)

Final course grades, grading procedures, and final assessments (PS 05-07)
(http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2005/07/)

Withdrawals (PS 02-02)
(http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2002/02/)

Academic technology and modes of instruction (PS 03-11)

(http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2003/11/)

Textbooks (PS 79-08)
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/1979/08/

X. Assessment
Course Assessment
Methods of assessment will vary depending on the instructor so long as no single activity (exam, assignment, etc.) exceeds 33% of the final grade. It is recommended that instructors develop rubrics that clearly differentiate achievement levels (excellent, good, poor etc.) as well as include some explanation of how participation is assessed. In addition, students in Interdisciplinary Capstone classes must write at least 2,500 words over the course of a semester. Instructors should assign weights to each assignment and/or categories of assignments to reflect the advancement of class objectives and Interdisciplinary Capstone written communication requirements. Below is one way of assigning weights:

Discussion Boards – Students will discuss current events topics on gender, class and ethnicity on online discussion boards.

Essay – Students will write an essay on how a media outlet covered a news story on gender, class and ethnicity.

Midterm Exam – Multiple choice and short essay exam based on the readings and lecture.

Group Presentation – Students will present a group project and content analysis on gender, class and ethnicity in the media.

Quizzes – There will be regular quizzes on current events on gender, class and ethnicity in the media.

Participation – Students will be evaluated on the attendance and participation in class and online.

Final Research Paper – Students will do a content analysis of multiple media outlets and their coverage of gender, class and ethnicity in the media.

Assignment	Link to SLOs	Percentage
Discussion Boards (Online)	SLO 1,4,5,6,7	10 percent
Essay (750 words)	SLO 1,2,3, 6,7	15 percent
Midterm Exam	SLO 1,2,3,4,5, 6,7	20 percent
Group Presentation	SLO 1,2,5,7	10 percent
Quizzes	SLO 1,2,5,7	10 percent
Participation	SLO 1,2,5, 7	10 percent
Final Research Paper (1,500 words)	SLO 1,2,3,4, 6,7	25 percent

Program Assessment

The department is accredited by the Accrediting Council on Education in Journalism and Mass Communication ("ACEJMC"). The ACEJMC recommends that, irrespective of their particular specialization, all graduates from accredited programs should demonstrate competency in twelve program-level outcomes listed below. The specific program outcomes addressed in JOUR 415 are indicated in italics and are reflected in the student learning outcomes listed in Section IV of this SCO.

ACEJMC Outcomes:

1. understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. *demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications (JOUR 415);*
4. *demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society (JOUR 415);*
5. understand concepts and apply theories in the use and presentation of images and information;
6. *demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (JOUR 415);*
7. think critically, creatively and independently;
8. conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

11. apply basic numerical and statistical concepts;
12. apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

XI. Consistency of SCO Standards across Sections

All future syllabi should conform to the policies outlined in this SCO and must be submitted to the department for archival and accreditation purposes as well as review by the curriculum committee. The course should require high standards in writing and reflect theories and knowledge from multiple discipline in studying human diversity, encouraging tolerance and acceptance of others, and creating meaning about individuals and groups with whom the students are less familiar. If multiple sections are offered, the department chair and/or curriculum committee chair may review the SCO and offer advice and/or materials to each faculty new to the teaching the course.

XII. Additional Supplemental Materials

Previous syllabi can be accessed in through the main department office, the department website and/or the faculty resources BeachBoard page.