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

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RESET FORM

I. Course Identification

Dept. Prefix and Course Number: JOUR 360   Official Course Title: Culture and Politics of the Internet

Course Cross Listed: ☐ Yes ☑ No   College: _____   Dept. Prefix & Course Number: _____

II. Course Coordinator

Faculty member(s) responsible for this course and this report: Gwen Shaffer

Phone: 5-5433   Email: gwen.shaffer@csulb.edu

III. Course History

Frequency of offering during past three years:

☑ Every semester   ☐ Once a year   Other (describe) _____

Number of sections per offering 1   Number of instructors teaching the course 1

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.
This interdisciplinary course introduces students to the regulations governing both broadband and mobile internet services, as well as explores how these policies are shaped. Students consider the technical, legal, social and economic aspects of technology policy.

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)
X	☐	☐	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

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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	
X	☐	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 Journalism and Public Relations	Date: 09/20/2018
PRINT NAME: Dr. Jennifer Fleming	SIGN NAME
Chair, Curriculum Committee: College of Liberal Arts	Date:
PRINT NAME:	SIGN NAME:
(Assoc.) Dean, College of Liberal Arts	Date:
PRINT NAME:	SIGN NAME:

Submit Electronically ☐

Revised 12/12/2017

College of Liberal Arts
Department of Journalism and Public Relations
STANDARD COURSE OUTLINE
JOUR 360. Culture and Politics of the Internet

*Request for GE Capstone/Interdisciplinary

I. **General Information**
   A. Course Number: JOUR 360
   B. Title: Culture and Politics of the Internet
   C. Units: 3
   D. Prerequisites: Upper division standing and GE Foundations
   F. Responsible Faculty: Gwen Shaffer
   G. Prepared by: Gwen Shaffer
   H. Date prepared/revised: September 2018

II. Catalog Description
This interdisciplinary course introduces students to the regulations governing both broadband and mobile internet services, as well as explores how these policies are shaped. Students consider the technical, legal, social and economic aspects of technology policy.

III. Curriculum Justifications
JOUR 360 is an upper division course focused regulations governing both broadband and mobile internet services, as well as explores how these policies are shaped. Across its curriculum, the Department of Journalism and Public Relations teaches students how to disseminate information on digital platforms. For instance, students learn to create content for the mobile devices; how to design websites; and how to promote news on social media. Yet the department does not offer a course exploring key policy issues and principles shaping digital platforms. In addition, the issues explored in this course impact not only journalism and public relations majors, but students in nearly every field. A comprehensive search of the university course catalog found no courses that fill this niche. Journalism 360 will expose students from across campus to policy issues that have immense potential to impact their professional—and personal—communication practices.

General Education Category D.2: Social Sciences
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 360 fulfills this expectation by incorporating knowledge, theories and methodologies from the broad field of science, technology and society. The intellectual approach emphasizes the intersection among telecommunications policy, internet architecture and economic realities. The goal of creating this course focused on the culture and politics of the internet is to introduce students to the regulations governing both broadband and mobile internet services, as well as explore how these policies are shaped (by corporate interests, political agendas, and grassroots activism). The intellectual approach will emphasize the intersection among telecommunications policy, internet architecture and economic realities.

<u>General Education Category F: Capstone/Interdisciplinary</u>

The Department of Journalism and Public Relations maintains a strong interdisciplinary philosophy given the broad-ranging nature of journalism practice and media studies. JOUR 360 fulfills the CSULB GE policy expectations for interdisciplinary courses by incorporating knowledge, theories and methodologies from digital communication, computer science, economics, and public policy.

The goal of creating this interdisciplinary course focused on the culture and politics of the internet is to introduce students to the regulations governing both broadband and mobile internet services, as well as explore how these policies are shaped. The term "telecommunications policy" might conjure a narrow legal or bureaucratic framework used to regulate communications platforms. Looked at more broadly, however, telecommunications policy has always been characterized by a series of struggles over technology, economics, political power, cultural meaning, and social values. A range of government agencies, corporations, consumer advocates and the media—all with competing interests and varying degrees of influence—play a role in these policy battles. When examined from this perspective, it becomes clear that telecommunications policy is shaped by our culture—how we as a society organize and structure our cultural selves. And that, in turn, raises key questions: What kind of society do we want to create? What values and principles do we prioritize? What tools and platforms do we support, discourage, finance, ban, or reward? The course is meant to provide an opportunity for students to engage in critical debate about how to regulate technologies integral to their daily lives. Students will consider the interdisciplinary aspects of at least eight prominent policy issues and the arguments surrounding them. These issues are online privacy and personal data; government surveillance; broadband access; net neutrality; regulation of social media platforms; and copyright infringement and the open source software movement; and telecommunications mergers.

In order to understand these issues, students will be introduced to the development and operations of IP networks (basic computer science theory). Readings and discussions will touch on microeconomic principles used by telecommunications firms, including supply and demand, market structure and implications of disruptive technologies. Of course, government intervention plays a role in the market, Therefore, the course will explore how U.S. telecommunications policy is shaped. Students will learn about the roles played by the Federal Communications Commission, the Federal Trade Commission, Congress, and other key entities. By necessity, this will entail studying the historical—and ever-evolving—aspects of telecommunications law and policy. In addition, students will further develop writing, research, critical thinking and oral presentation skills through a variety of high impact learning activities such as case study analysis and structured academic controversies.

IV. Measurable Student Learning Outcomes
By the end of the semester, students who complete JOUR 360 will be able to:

SLO 1: Identify the key laws and regulations shaping telecommunications policy in the United States, and explain the core problems that these policies attempt to address.
  - ➤ Introduced and developed through lectures, readings, in-class discussions, feedback on assignments, structured academic controversies.
  - ➤ Evaluated by exams, policy briefs, and class presentations.

SLO 2: Evaluate the efficacy of past and current policy initiatives, as well as assess how policymakers can improve them.
  - ➢ Introduced and developed through lectures, readings, in-class discussions, structured academic controversies.
  - ➢ Evaluated by policy briefs, reflection questions and class presentations.

SLO 3: Describe the interplay between culture and policy.
  - ➢ Developed through lectures, readings, in-class discussions, feedback on assignments.
  - ➢ Evaluated by reflection questions, class presentations.

SLO 4: Explain and apply theories and methodologies from multiple disciplines—digital communication, computer science, economics, and public policy—relevant to the examination of telecommunications policy and internet architecture.
  - ➢ Developed through lectures, readings, in-class discussions, feedback on assignments, structured academic controversies.
  - ➢ Evaluated by exams, policy briefs, and class presentations.

SLO 5: Write concise policy briefs that effectively establish and advance clear, well-reasoned positions on current policy issues and debates.
  - ➢ Introduced and developed through lectures, readings, in-class discussions, feedback on assignments.
  - ➢ Evaluated by written policy briefs.

SLO 6: Develop research and oral presentation skills on current policy issues and debates.
  - ➢ Introduced and developed through lectures, readings, in-class discussions, feedback on assignments.
  - ➢ Evaluated by written policy briefs.

In addition to general objectives and outcomes for classes in the Department of Journalism and Public Relations, these are some specific objectives for this course:

GE outcome 1: *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: weekly reflection question responses and a research-based policy paper.
  - ➢ Instructions strategies: A writing rubric emphasizing the need for identifying pros and cons to policy positions, appropriate use of sources, reasoning and using citations will be used. Standards for writing thoughtful policy papers will be discussed with students, both before and after assignments are completed.

GE outcome 2: *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.

GE outcome 3: *Measurable benchmark for interdisciplinary learning.* After completing this course, students will be able to demonstrate they have integrated knowledge of and applied perspectives from the fields of science, technology and society; economics; communication; and public policy in order to gain an understanding of the complexity of creating and enforcing telecommunications regulations.

> Evaluation instruments: Specific assignments will vary by instructor, but typical assignments may include: group projects, weekly reflection questions, and a final policy paper.
> Instructions strategies: Exploration of interdisciplinary frameworks (i.e. Lessig's "four modes of regulation" and Zittrain's theory of generativity) that are applied to current telecommunications policy challenges. Students should be guided to consider the interdisciplinary aspects of topics covered throughout the semester.

V. Outline of Subject Matter
This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary depending on the instructor, but all topics must be linked to the Student Learning Outcomes (SLOs).

Week 1: Overview of major themes and introduction to theoretical framework. History of telecom policies/context/current policy environment.

Week 2: Lawrence Lessig's four "constraints on behavior": law, social norms, market, network Architecture. Jonathan Zittrain's theory of generativity.
Reflection question #1.

Week 3: Overview of broadband access-related polices. Designated group members begin meeting to develop strategy and begin researching policy positions for assigned case study.

Week 4: Examine digital inclusion efforts through Lessig's theory of regulation: law, social norms, market, network architecture. Group A presents on Lifeline program legislation.
Reflection question #2.

Week 5: Overview of net neutrality and history open internet policies. Examine efforts to pass net neutrality legislation in the California General Assembly and explore role of state lawmakers.
Reflection question #3

Week 6: Introduction to key issues related to online privacy and personal data. Designated group members begin meeting to develop strategy and begin researching policy positions for assigned case study.

Week 7: Examine efforts to regulate data collection by corporations and social media platforms. Group B members present on BROWSER Act.

Reflection question #4.

Week 8: Introduction to government surveillance. Designated group members begin meeting to develop strategy and begin researching policy positions for assigned case study. Cover FISA, PATRIOT Act, proposed reforms. Group C members present on California S.B. 1186, which would regulate law enforcement data collection.
Reflection question #5.

Week 9: Cover regulation of social media platforms, including legislative proposals and self-regulation efforts. Designated group members meet to develop strategy and begin researching policy positions for assigned case study.

Week 10: Group D presents on Honest Ads Act.
Reflection question #6.

Week 11: Cover digital copyright. Designated group members meet to develop strategy and begin researching policy positions for assigned case study.

Week 12: Examine the free and open source software movement. Group E presents on *Capitol Records v. ReDigi* pending in the Second Circuit (appellate court).
Reflection question #7.

Week 13: Introduce the topic of algorithms, bias and inequality. Designated group members meet to develop strategy and begin researching policy positions for assigned case study.

Week 14: Examine impacts of algorithmic bias and potential solutions. Group E presents on algorithmic Accountability/transparency proposals.
Reflection question #8.

Week 15: Discuss telecommunications mergers and competition.
Final policy paper due.

VI. Methods of Instruction

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

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

A. Explain the nature of classroom activities
It is recommended that JOUR 360 classes integrate traditional lecture, discussion and in-class activities. Because this is a GE Category D.2 class, instructors are strongly encouraged to incorporate a High Impact (Teaching) Practice called "structured academic controversies." This teaching approach aims to move students beyond either/or debates to a more nuanced synthesis of telecom policy issues. Students are presented with a topic that involves multiple viewpoints (i.e. California lawmakers should be allowed to enact net neutrality rules, even though the Federal Communications Commission prohibited

states from adopting their own net neutrality protections when it repealed the Open Internet Order in 2017.) Students are divided into groups of five or six at the start of the semester. Each group will rotate roles: as industry lobbyists, as grassroots advocacy organizations, as lawmakers, as journalists, and as constituents. Student groups will develop arguments based on their stakeholder positions and, ultimately, take turns presenting to the class. It is recommended that the course explore at least a half-dozen timely and complex policy issues, such as: broadband access; net neutrality; government surveillance; personal data and online privacy; digital copyright and the open source movement; regulation of social media platforms; and telecom mergers. (However, it is understood that policy evolves and new issues will come to the forefront.)

To help ensure everyone contributes to group projects, instructors may require each student to keep an individual journal that catalogs weekly activities and progress, explores sticky questions (some posed by the instructor), and notes personal reflections. Journal entries could be posted weekly to the course discussion forum on BeachBoard. During "stakeholder" presentations, students in the audience will be instructed to listen and take thorough notes—but will be instructed not to ask questions, disagree, or debate. After all the presentations, the group designated as reporters will ask questions of various stakeholder groups and the class will vote on the most convincing argument.

Lectures will include visual elements i.e. PowerPoint slides, broadcast coverage of congressional hearings, and recorded interviews. Class time will incorporate small group activities.

B. **Any course that uses hybrid, local online, or distance education course delivery shall explain the following issues in the course syllabus (See Course Syllabi Policy Statement 04-05, and Academic Technology and the Mode of Instruction Policy 03-11):**

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.

C. **Extent and Nature of Use of Technology**
The use of technology will depend on individual instructors, but should include BeachBoard, the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of online material on the subject. Students may be made familiar, if they are not already, with relevant search databases in the library.

Film and video clips, as well as music, may be used in the classroom; however, the percentage of time used for each needs to be clarified and limited.

VII. Information about Textbooks/Readings

The following is a short list of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings.

Grimmelmann, J. (2018). *Internet Law: Cases and Problems (Eighth Edition)*. Semaphore Press.

Lessig, L. (2006). *Code 2.0: And Other Laws of the Internet (v2)*. Basic Books.

The Benton Foundation daily news feed, which provides summaries of articles concerning the telecom policy landscape: http://www.benton.org/

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.

Babe, R. (1995). *Communication and the transformation of economics*. Boulder, CO: Westview.

Bar, F. and Sandvig, C. (2008). U.S. communications policy after convergence. *Media, Culture & Society*, 30(4), 544.

Bardach, E. (2005). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Washington, DC: CQ Press.

Benjamin, S., Lichtman, D., Shelanski, H., Weiser, P. (2015). *Telecommunications Law and Policy, fourth edition*. Durham, NC: Carolina Academic Press.

Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. New Haven, CT: Yale University Press.

Blevins, J., and Brown, D. (2010). Concerns about the disproportionate use of economic research in the FCC's media ownership studies from 2002-2007. *Journal of Broadcasting & Electronic Media*, 54(4), 603-620.

Blum, A. (2012). *Tubes: A journey to the center of the Internet*. New York: Harper Collins Publishers.

Blumensaadt, L. (2000). Horizontal and conglomerate merger conditions: An intrim regulatory approach for a converged environment. *Communication Law Conspectus*, 8, 291-309.

Brock, G. (1998). *Telecommunication policy for the information age*. Cambridge: Harvard University.

Cooper, D,. and Emory, C. (1995). *Business Research Methods* (5th ed.). Chicago, IL: Richard D. Irwin.

Crawford, S. (2013). *Captive audience*. New Haven, CT: Yale University Press.

Federal Communications Commission (2010). *National Broadband Plan action agenda*. http://transition.fcc.gov/national-broadband-plan/national-broadband-plan-action-agenda.pdf

Galambos, L. and Abrahamson, E. (2011). *Anytime, anywhere: Entrepreneurship & the Creation of the Wireless World*. Cambridge: Cambridge University Press.

Galperin, H. (2004). Beyond interests, ideas, and technology: An institutional approach to communication and information policy. *The Information Society*, 20, 159-168.

Hahn, R., Litan, R., and Singer, H. (2007). The economics of 'wireless net neutrality.' *Journal of Competition Law & Economics, 3*, 399-451.

Koutsky T., and Spiwak, L. (2010). Separating politics from policy in FCC merger reviews: A basic legal primer of the 'public interest' standard. *Communication Law Prospectus, 18*, 329-347.

Kurose, J. and Ross, K. (2013). *Computer Networking: A Top-Down Approach Featuring the Internet, 6th edition*. Upper Saddle River, NJ: Pearson Education.

Marcus, J. (2003). *Network neutrality: The roots of the debate in the United States.* Intereconomics, 43(1), 30-37.

McChesney, R. (2013). *Digital disconnect: How capitalism is turning the Internet against democracy.* New York: The New Press.

McChesney, R., and Schiller, D. (2003). The political economy of international communications: Foundations for the emerging global debate about media ownership and regulation. *Technology, Business and Society, Program Paper No. 11.* United Nations Research Institute.

McGregor, M. (2006). When the 'public interest' is not what interests the public. *Communication Law & Policy, 11*(2), 207–224.

Melody, W. (1999). Telecom reform: Progress and prospects. *Telecommunications Policy, 23,* 7-34.

Murdock, G. (1995). Across the great divide: Cultural analysis and the condition of democracy. *Critical Studies in Mass Communication, 12,* 89-95.

Nuechterlein J., and Weiser, P. (2013). *Digital crossroads: Telecommunications law and policy in the Internet Age, 2nd edition.* Cambridge, MA: MIT Press.

Schiller, D. (2000). *Digital capitalism: Networking the global market system.* Cambridge: MIT Press.

Sterling, C., Bernt, P., Weiss, M. (2011). *Shaping American telecommunications: A history of technology, policy, and economics.* New York: Routledge.

Sunstein, C. (1996). On the expressive function of law. *University of Pennsylvania Law Review, 144*(5), 2021-2053.

Tanenbaum, A. and Wetherall, D. (2011). *Computer Networks, 5th edition.* Boston: Prentice Hall.

Taylor, S. (1997). Critical policy analysis: Exploring contexts, texts and consequences. *Discourse: Studies in the cultural politics of education, 18*(1), 23-35.

Whitt, R. (2004). A horizontal leap forward: Formulating a new communications public policy framework based on the network layers model. *Federal Communications Law Journal,* 587-672.

Wu, T. (2010). *The master switch: The rise and fall of information empires.* New York: Random House.

Electronic Resources

      Politico's Morning Tech Report: http://www.politico.com/morningtech

      Free Press: freepress.net

      Public Knowledge: publicknowledge.org

      Everything is Miscellaneous: http://www.everythingismiscellaneous.com/

      Fair use and copyright: http://fairuse.stanford.edu/overview/

      Electronic Frontier Foundation: www.eff.org

      Steal this film: http://stealthisfilm.com/Part2/index.php

      New York Times, Los Angeles Times and Wired magazine

IX. Instructional Policy Requirements

Every instructor must follow Course Syllabi Policy (PS 11-07). The Course Syllabi Policy specifies required content for hybrid and online course delivery. Further detail on hybrid, online, and distance education courses can be found in Academic Technology and the Mode of Instruction (PS 03-11).

University policy on instructional issues (withdrawal, absences, disabilities, etc.) should appear on course syllabi. 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. Syllabi must refer to the appropriate sections in the Catalog, lay out the precise policies for the course on attendance and plagiarism, and ask students to inform instructors

promptly of the need for accommodation of disabilities. It is recommended that instructors include some explanation of how they assess class participation.

It is expected that every course will follow University policies on Attendance (PS 01-01), Course Syllabi and Standard Course Outlines (PS 11-07), Cheating and Plagiarism – Academic Integrity (PS 08-02), Final Course Grades, Grading Procedures, Final Assessments (PS 12-03), and Withdrawals (PS 02-02 rev.).

X. 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, satisfactory, poor etc.) in assignments as well as include some explanation of how class participation is assessed. Instructors should assign weights to each assignment to reflect the course objectives. Below is one way of assigning weights:

A. Description of Assessments

Assessment in JOUR 360

Assignment description	Linked to SLO	% of grade
Pro-con paper	SLOs 1, 5; GE outcome 1	5%
Group presentation	SLOs , 2, 5, 6; GE outcome 2	15%
Reflection question responses	SLOs 2, 3, 4; GE outcome 1, 2, 3	40%
In-class activities	SLOs 1, 2 4; GE outcomes 2, 3	10%
Final paper	SLOs 1, 2, 3, 4, 5; GE outcomes 1, 2, 3	20%
Attendance and participation		10%
Total		100%

B. Grading policies and procedures

Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students. In compliance with university policy, final grades will be based on at least three, and preferably four or more, demonstrations of competence. In no case will the final examination grade count for more than one third of the course grade

C. Grade scale.

90-100%	= A	mastery of the relevant course standards.
80-89%	= B	above average proficiency of the relevant course standards.
70-79%	= C	satisfactory proficiency of the relevant course standards.
60-69%	= D	partial proficiency of the relevant course standards.
Below 60%	= F	little or no proficiency of the relevant course standards.

D. Program Assessment

ACEJMC recommends that, irrespective of their particular specialization, all graduates from accredited programs should demonstrate competency in 12 program-level outcomes listed below. The specific ACEJMC program outcomes addressed in JOUR 360 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;
4. demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
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;*
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
Part of the usefulness of an SCO is derived from the need for consistency of standards, across sections (for multi-sectioned courses) and semesters (for ALL courses). Present and future instructors of the course should follow the instructions given in the SCO to ensure consistency of pedagogical practices. This section outlines possible activities for the course coordinator(s) to measure consistency.

Additionally, this section should state that all future syllabi must conform to the SCO.

XII. Additional Supplemental Materials
Previous syllabi can be accessed in printed and electronic forms through the main department office and on the Faculty Resource Beachboard site.