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| **COMMUNITY COLLEGE OF PHILADELPHIA** | | | | |
| Course Development Template | | | | |
| 1. Course Designation | CMS 114 | | | |
| 2. Course Title | Introduction to Communication and Media Studies | | | |
| 3. Abbreviated Course Title for Banner | Intro to Comm & Media Studies | | | |
| 4. Division | Liberal Studies | | | |
| 5. Department | English | | | |
| 6. Course Description | This course provides a background to the academic and professional field of communication and media studies. Students will learn about the Communication and Media Studies program, speak with alumni and professionals in the field, and gain foundational knowledge for academic and professional success. | | | |
| 7. Prerequisites/Corequisites | None | | | |
| 8. Placement | ENGL 098/101 | | | |
| 9. Hours and Credits | 3-0-3 | | | |
| 10. Class size (maximum) | 25 | | | |
| 11. Programs where this course appears | Communication and Media Studies | | | |
| 12. Faculty Developer(s) | Rafael Logroño | | | |
| 13. Facilitator (s) | Lynsey Madison | | | |
| 14. Recommended Starting Semester | Fall 2024 | | | |
| 15. Course Revision or New Course? | Course Revision | | | |
| 16. If this is a **course revision**, indicate which are being revised | * Prerequisite(s) and/or placement | ☑Course Title or Number | | ☑Course Description |
| * Credit/Lab/External   Hours | | ☑CLOs and/or Methods of  Assessment | |
| 18. Course Attributes | NONE. | | | |
| **19. Today’s Date** | February 23, 2024 | | | |

1. **Rationale**

In Fall 2024, the English department will debut the new Communication and Media Studies program — a merger between the Communication Studies and Mass Media programs. The new program emphasizes digital media, DEI, industry trends, and workplace readiness — striking a balance between the fields of study of human communication and media studies.

Since ENGL 114 was last updated in 2020, it makes sense to revise the course to reflect these changes and serve as the introductory course to the new program. First, the title “Introduction to Communication'' will change to reflect the name of the program and place a stronger emphasis on media studies. The name “Introduction to Communication and Media Studies” brings the course title in line to the new program. Along with a revised course name, the discipline should change from ENGL (English) to CMS (Communication and Media Studies) to appropriately reflect the subject matter of the course. Second, the course description should be revised to address both the academic and professional approaches to the field and the added components of readiness to succeed in the program and networking with alumni. Lastly, the CLOs should change to not only reflect the aforementioned changes, but to align with the new PLOs.

In the Communication Studies and Mass Media programs, FYE 101 was an optional course (students could take a general elective instead). The revised CMS 114 – Introduction to Communication & Media Studies will include college resources and tips for success as well as introducing students to career paths. As there are a variety of specializations available in the industry, it is paramount to provide that introduction early so students start connecting what careers align with their interests.

It is vital for students to connect with professors and college resources in CMS 114. Thus, this course should be offered on campus to maximize in-person contact. This will create a stronger sense of community within the program and with the College.

1. **Course Learning Outcomes and Methods of Assessment**

Current

| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment** |
| --- | --- |
| 1. Describe the field of communication | Exams, quizzes |
| 1. Distinguish between different communication theories as a means to understand and explain communication phenomena | Exams, essays, discussion boards |
| 1. Identify the significance and effective use of verbal and nonverbal messages | Exams, quizzes, class exercises |
| 1. Explain and utilize communication competence in various communication contexts, including listening, public speaking, small group discussion, leadership and interviewing | Exams, essays, presentations, class exercises |
| 1. Apply critical thinking skills in relation to discourse | Exams, essays |

Proposed

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| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment (In-person)** |
| 1. Identify and analyze different career paths in communication and media studies. | * Takeaways * Presentation * Workplace Portfolio * In-Class Exercises * Interviewing a Professional |
| 2. Identify strategies and technology for effective oral and written communication. | * Takeaways * In-Class Exercises * Interviewing a Professional |
| 3. Recognize and explain ethical issues in media and communication studies. | * In- Class Exercises (Ethical Reasoning Value Rubric) * Written Assignments |
| 4. Explain the importance of ethics and diversity, equity, and inclusion | * Takeaways * Presentation |

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| in communication and media studies. | * In-Class Exercises * Interviewing a Professional |
| 5. Understand foundational communication theories that impact how people communicate. | * Takeaways * In-Class Exercises |

1. **Grading**

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| Weekly Takeaways | 20% |
| Attendance & Participation | 10% |
| Information Interview | 20% |
| In-Class Exercises | 15% |
| Presentation | 15% |
| Portfolio | 20% |
| **Total** | **100%** |

1. **Planned Sequence of Topics**

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| **Week** | **Topic** | **CLO** |
| **1** | Introduction to Communication and Media Studies | CLOs 2, 3, 4 |
| **2** | Communication Process and Skills | CLOs 2, 3, 4 |
| **3** | College Resources for Success | CLOs 2, 3 |
| **4** | Nonverbal Communication | CLOs 2, 3, 4 |
| **5** | Communication, Media, and Culture | CLOs 2, 3, 4 |
| **6** | Communication, Identity, and Relationships | CLOs 2, 3, 4 |
| **7** | Organization and Group Communication | CLOs 1, 2, 3, 4 |
| **8** | Public Communication | CLOs 2, 3, 4 |
| **9** | Media and the Digital World | CLOs 1, 2, 3, 4 |
| **10** | Journalism, Advertising, and Public Relations | CLOs 1, 2, 3 |
| **11** | Careers in Communication and Media Studies | CLOs 1, 2, 3 |
| **12** | Preparing for an Interview | CLOs 1, 2, 3 |
| **13** | Preparing for the Field | CLOs 1, 2, 3 |
| **14** | Presentations | CLOs 1, 2, 3 |
| **15** | Presentations | CLOs 1, 2, 3 |

1. **Student Learning Activities and Assignments**

**Weekly Takeaways (CLOs 1, 2, 3, 4):** Takeaways are designed for students to make meaning of the assigned readings. They are meant for students to take notes of the important concepts they

are reading and for them to make connections between the readings and life experiences. Takeaways are graded as a pass/fail assignment. Students earn full credit if they complete the entire worksheet.

**Informational Interview of a Communication Professional (CLOs 1, 2, 3):** Students will practice networking and interviewing skills by speaking with a communication professional. Students will ask questions pertaining to career trajectory, college experience, approach to DEI, etc. Students will submit a written Q&A and discuss what they’ve learned in class.

**In-Class Exercises (CLOs 1, 2, 3, 4):** Class exercises include worksheets, small group discussions, short activities, reflections, brief presentations, etc. They vary depending on the lecture and topic of the day.

**Career Exploration Presentation (CLOs 1, 3):** Students will deliver a 10-minute presentation on a specific career of interest in communication and media. Students should speak about the career in depth while applying strong speech delivery skills.

**Workplace Portfolio (CLO 1):** At the end of the semester, students will submit a portfolio that will symbolize the start of their journey in the Communication and Media Studies program. The portfolio should include a sample cover letter, resume, LinkedIn profile, a semester-to-semester outline of their time at CCP, and list of 5 detailed goals to accomplish in the CMS program.

Ideally, this portfolio will be revisited and polished in the CMS Capstone Experience course.

1. **Required and Optional Course Materials**

Instructors should aim to assign texts that explore both human communication and media studies. Instructors are encouraged to assign OER texts or assign readings that are readily available online — this might include news articles, book chapters, and academic articles. In the case an instructor might want to assign a textbook, the following two texts are encouraged:

*Communication Mosaics: An Introduction to the Field of Communication*, 8th Edition, Julia T. Wood.

*Introduction to Human Communication: Perception, Meaning, and Identity*, 3rd Edition, Susan R. Beauchamp & Stanley J. Baran.

However, instructors are highly encouraged to use OER material, such as:

*Communication in the Real World: An Introduction to Communication Studies*, 2016, University of Minnesota Library Publishing.

One of the aforementioned texts should be paired with a career-oriented text such as:

*Media Career Guide: Preparing for Jobs in the 21st Century*, 13th Edition, Sherri Hope Culver & Nichole Harken.

1. **Resources Needed for This Course**

NONE.

**Appendix**

# Takeaways

**Course Learning Outcomes: 1, 2, 3, and 4:**

1. Identify and analyze diﬀerent career paths in communication and media studies.
2. Identify strategies and technology for eﬀective oral and written communication.
3. Explain the importance of ethics and diversity, equity, and inclusion in communication and media studies.
4. Understand foundational communication theories that impact how people communicate.

**INSTRUCTIONS:** Takeaways are designed for you to make meaning of the readings. They are meant for you to take notes on the important concepts that you are reading and for you to make connections between the readings and your experiences. Every week, you will complete ONE worksheet that covers all of the assigned readings. Don't use quotes and do not copy and paste — paraphrase in your own words. Make sure you proofread your work before submitting it.

**Submission:** Make a copy of this GoogleDoc to get started (Click "File," then "Make a copy") and submit the worksheet as a doc, docx, or pdf ﬁle on Canvas.

**Grading:** Takeaways are graded as a pass/fail assignment. You earn full credit if you complete the entire worksheet. If anything is missing or instructions are not followed, the assignment will earn a zero.

**FOUR:** Explain 4 facts you learned from the reading(s) that one must know to understand this week’s topic. Each response should be no more than 2-3 sentences.

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| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |

**THREE:** List 3 new keywords, concepts, and/or theories from the reading(s) and their deﬁnition from the reading(s). Why are they important in studying this week’s topic? Each response should be no more than 2-3 sentences.

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| **1** |  |
| **2** |  |
| **3** |  |

**TWO:** List 2 facts, keywords, concepts, and/or theories from the reading(s) that most interest you and that you’d like to explore further and why. Each response should be no more than 2-3 sentences.

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| **1** |  |
| **2** |  |

**ONE:** Find 1 current media example (from the past few months) related to the reading(s) that corroborates or exempliﬁes what you’ve learned. The response should be no more than 2-3 sentences. Include a link to the example and explain how it ﬁts with this week’s readings.

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**GRADING RUBRIC:**

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| **CRITERIA** | | |
| **Responsiveness to task**  Student follows all of the directions, answers the prompts clearly, and completes the entire worksheet. | Full Marks | No Marks |
| **Examples oﬀered/Explained**  Student provides speciﬁc, relevant examples and explains how the example pertains to the topic of the readings. | Full Marks | No Marks |
| **Speciﬁc Reference to the Text**  Student makes explicit reference to the text, citing speciﬁc concepts by name and oﬀering exact page numbers to support their answers. | Full Marks | No Marks |
| **Mechanics**  Responses are well-written with minimal spelling, punctuation, and grammar issues. Proofreading has clearly taken place. | Full Marks | No Marks |

**/**

**TOTAL: 4**

# Career Exploration Presentation

**Course Learning Outcomes: 1, 2, and 3:**

1. Identify and analyze diﬀerent career paths in communication and media studies.
2. Identify strategies and technology for eﬀective oral and written communication.
3. Explain the importance of ethics and diversity, equity, and inclusion in communication and media studies.
4. Understand foundational communication theories that impact how people communicate.

## By the end of this assignment, students should have the ability to:

* Identify a career pathway in media and communication they are interested in pursuing.
* Understand the educational pathway and their corresponding occupations and wage potential.
* Apply eﬀective oral communication skills for a professional presentation.

**Instructions:** This assignment will help you explore a career of your interest as you research, present, and learn about diﬀerent careers in media and communication. Additionally, you will explore the educational experiences needed that will help you achieve employment in your chosen career.

Start by exploring careers of your choosing and select one to serve as the focus of your presentation. Be as speciﬁc as possible. For example, instead of choosing “journalist,” you might pick: broadcast journalist, investigative reporter, foreign correspondent, etc. If you’re interested in advertising, hone in on what aspect of advertising you’re interested in. There’s copywriting, research, account management, media planning, and more. Being speciﬁc with this assignment will allow you to explore the career in a meaningful, realistic way.

Then, prepare a presentation that provides your audience with an in-depth look at your chosen career. Your presentation should include the job title, a detailed job description, a list of skills needed for the job, skills needed for the job, educational requirements, experience required before attaining job, salary trajectory, and why you’re interested in this career.

Additionally, you should include information on the DEI (diversity, equity, and inclusion) considerations and ethical responsibilities of the job.

Lastly, rehearse your presentation numerous times and apply eﬀective speech delivery skills. You should aim to have a conﬁdent stance, consistent eye contact, vocal variety and projection, and show clear enthusiasm in your presentation. Make sure you dress business casual and deliver a presentation that’s 8-10 minutes long.

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|  | **Ratings** | | | |
| **Criteria** | *Excellent - 4* | *Meets Expectation - 3* | *Developing - 2* | *Basic - 1* |
| Information | Covered all the required components in-depth. | Missed 1 or 2 of the required components and/or needed to be more detailed. | Missed 3-4 of the required components and needed to be signiﬁcantly more detailed. | Missed 5 or more of the required components and needed to be signiﬁcantly more detailed. |
| Preparedness | Demonstrates an in- depth understanding of the career. Student is completely prepared, has clearly rehearsed, and is NOT reading oﬀ of the slides. | Demonstrates understanding of the career and/or the student seems pretty prepared but uses the slides as a guide for content. | Demonstrates little understanding of the career and/or the student is somewhat prepared but is reading at least 30% of the time oﬀ of the slides. | Lacks understanding of the career. Reports only the most basic parts of the information. Student is somewhat prepared and is mostly reading oﬀ of the slides. |
| Quality of Slides | All slides are creatively designed using appropriate color and layout. They are all easy to read without too much text. | Slides are mostly creative using appropriate color and layout. For the most part, they are easy to read without too much text. | Slides lack some creatively and appropriate use of color and layout. They  are somewhat diﬃcult to read. | Most slides include little creativity and/or the slides are diﬃcult to read. |
| Delivery Skills | Student clearly has a conﬁdent stance, consistent eye contact, vocal variety and projection, and shows clear enthusiasm. The time requirement is met. | For the most part, the student has a conﬁdent stance, consistent eye contact, vocal variety and/or projection, and shows clear enthusiasm. Time requirement is met. | The student needs to work on having a conﬁdent stance, consistent eye contact, vocal variety and/or projection. | Overall, the student failed to apply eﬀective speech delivery skills. |
| Mechanics | Execution is excellent. No grammar or writing errors. | Well executed. One to three grammar or writing errors. | Execution is fair. Four grammar or writing errors. | Execution is poor. Five or more grammar or writing errors. |
|  | | | **Total:** | **/ 20** |

# Informational Interview of a Communication Professional

**Course Learning Outcomes: 1, 2, and 3:**

1. Identify and analyze diﬀerent career paths in communication and media studies.
2. Identify strategies and technology for eﬀective oral and written communication.
3. Explain the importance of ethics and diversity, equity, and inclusion in communication and media studies.
4. Understand foundational communication theories that impact how people communicate.

**Task:** In this assignment, you will contact and interview a communication professional to learn about their career and experiences. Then, you’ll write a Q&A article based on your interview.

Make sure this person is a professional in a communication ﬁeld. This person might be a journalist, public relations agent, advertising professional, social media manager, director of communication, marketing manager, producer, etc.

## The purpose of this assignment is to:

* Have an opportunity to connect with a professional who is in a career that interests you and/or you would like to explore.
* Find out about the realities of a career ﬁeld, job, and/or industry.
* Build rapport and network with professionals.
* Apply your oral and written communication skills including interviewing, formal conversations, and writing professional emails.

## What to do before the interview:

Contact the individual you are interested in interviewing by writing a professional email. Be sure to inform them that the informational interview assignment is a part of your Introduction to Communication and Media Studies course at Community College of Philadelphia and will only be used for class purposes. Request a 45-minute interview at a time convenient for them. Aim for the interview to be in-person. It’s ﬁne to meet with them on Zoom.

You must do research and learn about the individual’s background. Look at their website, LinkedIn page, Google them, skim over their professional social media pages, etc. Any great interviewer knows the basics of their subject and uses the interview time for more in-depth questions.

## What to do during the interview:

Dress and act professionally. Be on time. Establish rapport and demonstrate your interest in the interviewee’s comments. Be respectful of their opinions and time.

Ask prepared questions, but be prepared to forget your script. A strong interviewer asks

in-depth questions with follow-up questions that arise organically from the conversation. You will modify and/or ask diﬀerent questions from the ones you prepared based on what you want to learn or where the conversation is going.

Take notes of everything they say. I suggest you record your conversation to refer to it when writing the Q&A. However, you must ask the interviewee permission to be recorded — this is a legal matter.

## What to do after the interview:

Send a short thank you note within a day or two after your interview. Connect with your interviewee on LinkedIn. Follow their professional social media pages. Keep the interview information on ﬁle for future reference – the person may be an important contact for you later. Write your Q&A article.

## Writing your assignment:

A well-done Q&A captures a compelling conversation and storyline with a person in lieu of a full-blown story. You will write a piece that proﬁles your chosen professional.

You should write a compelling title to the piece. Include at least seven questions and answers, in a natural progression, that guides the reader in an engaging way. Do not double-space your writing. Write your questions in bold to allow the reader to diﬀerentiate it from your interviewee’s responses. Your piece should include at least one photo that complements the article.

After the Q&A section, you will write a three-paragraph debriefer titled “Reﬂection.” In this section, you should reﬂect on what you’ve learned from your interviewee. Did your understanding of their profession change? What did you learn? Does it make you more interested in the profession? What did you learn about interviewing? What did you learn about yourself through this assignment? The reﬂection should be 400 to 500 words long.

**Ratings**

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| --- | --- | --- | --- | --- |
| **Criteria** | *Excellent - 4* | *Meets Expectation - 3* | *Developing - 2* | *Basic - 1* |
| Questions | There are at least 7 questions. All questions are relevant and reﬂect meaningful research into the career subject.  Covered all the required components in-depth. | There are at least 7 questions. Most (80%+) are relevant and reﬂect meaningful research. | Fewer than 7 questions prepared. About half are relevant and reﬂect. | Fewer than 15 questions prepared and/or few questions that reﬂect meaningful research into the subject. |
| Content | The article is well- focused on the interview subject. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| Organization | Details are placed in a logical order and the way they are presented eﬀectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Reﬂection | Reﬂection clearly speaks to what the student learned in this assignment. It addresses all the required components of the reﬂection extremely well. | Reﬂection is mostly on topic and speaks to what the student learned in this assignment. It could be more detailed and reﬂective in some parts. | Reﬂection is somewhat on topic and does not speak to what the student learned in this assignment. It lacks detail and is mostly not reﬂective. | Reﬂection is not on topic and does not address the work. |
| Mechanics | Execution is excellent. No grammar or writing errors. | Well executed. One to three grammar or writing errors. | Execution is fair. Four grammar or writing errors. | Execution is poor. Five or more grammar or writing errors. |
|  | | | **Total:** | **/ 20** |