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| **COMMUNITY COLLEGE OF PHILADELPHIA** | | | | |
| Course Development Template | | | | |
| 1. Course Designation | CMS 107 | | | |
| 2. Course Title | Media and Society | | | |
| 3. Abbreviated Course Title for Banner | Media and Society | | | |
| 4. Division | Liberal Studies | | | |
| 5. Department | English | | | |
| 6. Course Description | This course provides analysis of mass media in the United States, with a focus on the development of mass media institutions and the role of media in society. Particular attention is placed on theory, law, ethics, effects, economics, emerging  technologies, and audiences. | | | |
| 7. Prerequisites/Corequisites | ENGL 101, which may be taken concurrently | | | |
| 8. Placement |  | | | |
| 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 | |
| 19. Course Attributes | None | | | |
| 20. Today’s Date | February 14, 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.

As part of the new program, it is important to revise the course to reflect the new program learning outcomes, and update the curriculum to reflect the ever-changing media landscape and media studies programs. First, the title “Society and Mass Communication'' will change. “Mass Communication” is not a label that is used much anymore. “Media and Society” brings the course title in line with other institutions, especially the courses offered at the local institutions our students transfer into. Along with a revised course name, the discipline will change from ENGL (English) to CMS (Communication and Media Studies) to appropriately reflect the subject matter of the course. The course description and CLOs are revised to address the current terminology and complement the new 100-level and 200-level media studies courses the Communication and Media Studies curriculum is offering. Lastly, the CLOs align with the new PLOs.

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

**Current**

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| **Student Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment** |
| 1. Analyze the relationship between culture and mass communication | Essays, exams |
| 1. Explain and assess various theories of mass communication | Essays, exams, discussion boards |
| 1. Discuss how technological advances change the forms, content, and models of mass media | Exams, quizzes, essays |
| 1. Develop media literacy skills to become knowledgeable receivers and disseminators of information delivered through mass media | Essays, exams, discussion boards |

**Proposed**

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| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment** |
| 1. Analyze the history and development of media in the United States and relate them to the publics they serve | * Discussion Board Posts * Documentary Reflections * Weekly Quizzes * Final Project |
| 2. Explain and assess various media theories | * Discussion Board Posts * Weekly Quizzes * In-Class Exercises |
| 3. Examine the ways in which media are shaped by and shape the ethical, legal, social, political, and economic contexts in which they exist | * Discussion Board Posts * Documentary Reflections * Weekly Quizzes * In-Class Exercises * Final Project |
| 4. Develop and apply skills in media literacy and critical media analysis | * Discussion Board Posts * Documentary Reflections * In-Class Exercises * Final Project |

1. **Grading**

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| Discussion Board Posts | 20% |
| Documentary Reflections | 25% |
| Weekly Quizzes | 25% |
| In-Class Exercises | 15% |
| Final Project | 15% |
| **Total** | **100%** |

1. **Planned Sequence of Topics**

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| **Week** | **Topic** | **CLO** |
| **1** | Media, Society, and Media Literacy | CLOs 2, 3, 4 |
| **2** | The Economics of the Media Industry | CLOs 1, 3, 4 |
| **3** | Media Theories and Effects | CLOs 2, 3, 4 |
| **4** | Journalism, Newspapers, and Magazines | CLOs 1, 3, 4 |

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| **Week** | **Topic** | **CLO** |
| **5** | Film and the Movie Industry | CLOs 1, 2, 3, 4 |
| **6** | Sound Recording and Popular Music | CLOs 1, 3 |
| **7** | Popular Radio and the Origins of Broadcasting | CLOs 1, 3 |
| **8** | Television and Culture | CLOs 1, 3 |
| **9** | Video Games and the Media Playground | CLOs 1, 2, 4 |
| **10** | The Internet and Digital Media | CLOs 1, 3, 4 |
| **11** | Advertising, Persuasion, and Consumer Culture | CLOs 1, 2, 3, 4 |
| **12** | Public Relations and Cancel Culture | CLOs 1, 3 |
| **13** | Regulations and Ethics | CLOs 1, 3, 4 |
| **14** | Final Projects | CLOs 1, 2, 3, 4 |
| **15** | Final Projects | CLOs 1, 2, 3, 4 |

1. **Student Learning Activities and Assignments**

**Discussion Board Posts (CLOs 1, 2, 3, & 4):** Students will respond to a given prompt and provide a response to at least one other classmate’s post later in the week. Generally, initial posts should be 400-500 words in length and responses should be 200-300 words in length.

**Documentary Reflections (CLOs 1, 2, 3, & 4):** Students will complete three documentary reflections throughout the semester. The reflections are based on assigned documentaries and should be 500-750 words long.

**Weekly Quizzes (CLOs 1, 2, & 3):** Students will take weekly quizzes based on class lectures and assigned readings. Quizzes are taken asynchronously on Canvas and should be taken by the end of the week. They consist of 10 multiple-choice questions.

**In-Class Exercises (CLOs 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.

**Final Project (CLOs 1, 3, & 4):** In groups, students will create a multimedia project — a set of three TikTok or Instagram videos — demonstrating the knowledge they gained in the course. The focus of the videos are: media theory, media history, and media literacy.

1. **Required and Optional Course Materials**

Instructors should assign an introductory media studies textbook that ideally covers history, theory, industries, regulations, ethics, and policy. Instructors are encouraged to assign OER texts and/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 three texts are recommended:

*Media and Culture: Mass Communication in the Digital Age*, 13th Edition, Richard Campbell, Christopher R. Martin, and Bettina Fabos.

*Introduction to Mass Communication: Media Literacy and Culture*, 12th Edition, Stanley

J. Baran.

*Media/Society: Technology, Industries, Content, and Users*, 7th Edition, David Croteau, William Hoynes, and Clayton Childress.

1. **Resources Needed for This Course**

NONE.

**Appendix**

# Documentary Reﬂection

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

1. Analyze the history and development of media in the United States and relate them to the publics they serve.
2. Explain and assess various media theories.
3. Examine the ways in which media are shaped by and shape the social, political, and economic contexts in which they exist.
4. Develop and apply skills in media literacy and critical media analysis.

INSTRUCTIONS: You will submit three reﬂections over the course of the semester. Each reﬂection is based on a diﬀerent documentary — your reﬂection should be based on the assigned documentary of the week. The assigned documentaries are available on Canvas, through the CCP Library. They are:

* + *Mickey Mouse Monopoly: Disney, Childhood, and Corporate Power*
  + *Constructing the Terrorist Threat: Islamophobia, The Media, & The War on Terror*
  + *Killing Us Softly 4: Advertising’s Image of Women*

Your reﬂection should be proofread for spelling, punctuation, and grammar errors. It should be a 500-750 word submission that’s double-spaced and in Times New Roman font. In your reﬂection, you are required to:

* + summarize the main points of the documentary
  + give your opinion on the main points of the documentary
  + put the documentary in conversation with class readings
  + provide a current media example that is related to something in the documentary

Treat each of the requirements above as a separate paragraph in your essay. It will make it easier for you to organize your thoughts, while meeting the assignment requirements. Make sure you reference class readings in your assignment.

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|  | Ratings | | | | |
| Criteria | *Excellent - 5* | *Good - 4* | *Average - 3* | *Developing - 2* | *Basic - 1* |
| Depth of Reﬂection | Demonstrates a strong, in-depth understanding of | Demonstrates a thoughtful understanding of | Demonstrates a basic understanding of the documentary. | Demonstrates a limited understanding of | Demonstrates little or no understanding of |
|  | the documentary. | the documentary. |  | the documentary. | the documentary. |
| Use of Textual Evidence | Uses speciﬁc and convincing examples from the | Uses relevant examples from the readings to support | Uses simple or vague examples from the readings | Use incomplete, irrelevant or vaguely developed | No examples from the readings are used and claims |
|  | readings to support | claims, making | to support most | examples to only | made are |
|  | claims, making | applicable | claims with some | partially support | unsupported and |
|  | insightful and | connections | connections made | claims with no | irrelevant to the |
|  | applicable | between texts. | between texts. | connections made | topic at hand. |
|  | connections between texts. |  |  | between texts. |  |
| Language Use | Uses stylistically sophisticated | Use language that is ﬂuent and original, | Use basic but appropriate | Use language that is vague or imprecise | Use language that is unsuitable for the |
|  | language that is | with evident a sense | language, with a | for the audience or | audience and |
|  | precise and | of voice, with 1 or 2 | basic sense of voice, | purpose, with many | purpose, with many |
|  | engaging, with no | grammatical errors | with 3 or 4 | grammatical errors | grammatical errors |
|  | grammatical errors | and varied sentence | grammatical errors | and a limited | and little or no |
|  | and varied sentence  structure. | structure. | and some attempt  to vary sentence | awareness of how  to vary sentence | awareness of  sentence structure. |
|  |  |  | structure. | structure. |  |
| Required Components | Reﬂection includes all components and meets or exceeds | Reﬂection includes all components and meets requirements | Reﬂection is missing some components and/or does not | Reﬂection is missing most components and/or does not | Reﬂection does not address the requirements |
|  | all requirements | indicated in the | fully meet the | fully meet the | indicated in the |
|  | indicated in the | instructions, but | requirements | requirements | instructions. |
|  | instructions. | minor parts are | indicated in the | indicated in the |  |
|  |  | missing or underdeveloped. | instructions. | instructions. |  |
|  | | | | Total: | / 20 |

# Discussion Board Posts

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

1. Analyze the history and development of media in the United States and relate them to the publics they serve.
2. Explain and assess various media theories.
3. Examine the ways in which media are shaped by and shape the social, political, and economic contexts in which they exist.
4. Develop and apply skills in media literacy and critical media analysis.

Sample Discussion Board #1: Experiencing News Then and Now

Imagine a historic and newsworthy moment of the 21st century taking place in the mid 20th century when television was becoming popular. What would be some of the diﬀerences you’d experience between watching the news unfold then and now? Select a newsworthy event from the 21st century and guide us through the diﬀerences in detail, using the assigned readings!

Initial post: Due on Thursday

Your response to the prompt should be 400-500 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Response to a classmate: Due on Sunday

Respond to at least one other classmate’s post in a thoughtful manner. Your response should be 200-300 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Sample Discussion Board #2: Persuaded by Advertising

One of the purposes of advertising is to place an image in your mind so indelibly that it forces you to act upon it. Can you think of an advertisement that worked on you? An ad in a magazine or on social media, a television commercial, a product/service placed in a music video, etc.

Post a picture or video of the advertisement and write about it in terms of the modes of persuasion (logos, ethos, pathos, and kairos). What worked about the advertisement? Who do you think the target audience was? Why/how do you think that advertisement appeared before your eyes?

Initial post: Due on Thursday

Your response to the prompt should be 400-500 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Response to a classmate: Due on Sunday

Respond to at least one other classmate’s post in a thoughtful manner. Your response should be 200-300 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Sample Discussion Board #3: What is Journalism?

Find one example of something you would call journalism. Brieﬂy describe and link to it. List three factors that explain why it is journalism. Find one example of something that *isn’t* journalism. Brieﬂy describe and link to it. List three factors that explain why it isn't journalism. Once you've posted, reply to one other post, including a factor that either aﬃrms or disputes that each example is (or isn't) journalism.

Initial post: Due on Thursday

Your response to the prompt should be 400-500 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Response to a classmate: Due on Sunday

Respond to at least one other classmate’s post in a thoughtful manner. Your response should be 200-300 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Sample Discussion Board #4: Gender in Social Media Ads

PART I: Select a brand that you think is used primarily by individuals of your gender. Scroll through the brand's Instagram page and identify how gender is performed, reinforced, and challenged in the images and messages provided. What indicators support your claims?

PART II: Select a brand that you think is used primarily by individuals of a diﬀerent gender than you. Scroll through the brand's Instagram page and identify how gender is performed, reinforced, and challenged in the images and messages provided. What indicators support your claims?

Initial post: Due on Thursday

Your response to the prompt should be 400-500 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

Response to a classmate: Due on Sunday

Respond to at least one other classmate’s post in a thoughtful manner. Your response should be 200-300 words in length, and it should be proofread for spelling, punctuation, and grammar errors.

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| Criteria | Ratings | | | |
| Content Knowledge  *initial post* | 3 pts Exceptional  Posting addresses the entire prompt and represents the key ideas accurately. Concepts and claims are well-supported by relevant details and/or examples. | 2 pts Proﬁcient  Posting addresses the entire prompt and represents most of the key ideas accurately.  Concepts and claims are supported by relevant details and/or examples in some instances. | | 1 pt Developing  Posting addresses elements of the prompt, but misrepresents key ideas. Concepts and claims are not supported by relevant details and/or examples. |
| Writing Organization  *initial post* | 3 pts Exceptional  Ideas presented in the initial post are in a clear and logical sequence. Related ideas are appropriately grouped and fully developed. | 2 pts Proﬁcient  The initial post and ideas are presented in a logical sequence. | | 1 pt Developing  The initial post and ideas are presented in an order that can only be followed with some eﬀort. |
| Word Count  *initial post and response* | 3 pts Meets  Initial post word count and minimum number of replies (and corresponding word count) requirements are met. | | 1 pt  Does Not Meet  Initial post word count or minimum number of replies (and corresponding word count) requirements not met. | |
| Timeliness  *initial post and response* | 3 pts Meets  Initial post and reply deadlines met. | | 1 pt  Does Not Meet  Initial post or reply deadlines not met. | |
| Contribution to Learning Environment | 3 pts Exceptional  Replies show strong evidence of | 2 pts Proﬁcient  Replies show some evidence of | | 1 pt Developing  Replies show little evidence of |

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| *response* | engagement, building on peers' posting by including: a focused argument around a speciﬁc issue, a new related question or an oppositional statement supported by personal experience or related research. Replies complies with course netiquette policies. | engagement and an attempt to further the discussion. The replier goes beyond agreeing or disagreeing with an initial posting and provides evidence to support their positions. Replies conform to course netiquette policies. | engagement and generally wouldn’t stimulate further discussions. The replier either agrees or disagrees with an initial posting or simply restates ideas found in the initial posting.  Replies conform to course netiquette policies. |
|  | | Total: | / 15 |

# Final Project

Course Learning Outcomes: 1, 3, and 4:

1. Analyze the history and development of media in the United States and relate them to the publics they serve.
2. Explain and assess various media theories.
3. Examine the ways in which media are shaped by and shape the social, political, and economic contexts in which they exist.
4. Develop and apply skills in media literacy and critical media analysis.

INSTRUCTIONS: In a group, you will create three TikTok videos that address issues and topics about media that we’ve discussed in class. You will need to be able to articulate how these videos advance our understanding of these issues/topics or challenge viewers to critically think about media. While your videos can have a unifying theme, you must create a video focused on media theory, another on media history, and the last should apply media literacy skills. Videos should be no less than 30 seconds and no more than 1 minute.

You will submit your videos along with an artist statement of 200-250 words for each video. Each artist statement should address the decision making process, a description of how it relates to course material using (and citing) class readings, and the video’s place and importance in our current media landscape.

While you can post your work on TikTok, you don’t have to publish your videos. You can ﬁlm the videos on TikTok or Instagram, download them (conﬁrm you have them downloaded), then upload the videos to your discussion board. Submit a

well-organized doc, docx, or pdf ﬁle with the links and artist statements. Good luck!

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|  | Ratings | | | |
| Criteria | *Excellent - 5* | *Meets Expectation - 4* | *Developing - 3* | *Basic - 2* |
| Concept | All the videos clearly demonstrate key | The videos demonstrate key concepts, but need a | The videos make an attempt to demonstrate | The videos lack clarity and/or don't have a |
|  | concepts related to the | clearer connection to the | key concepts, but lack | connection to course |
|  | course. They are | course. They are | clarity and a connection | material. They are not |
|  | informative and | somewhat informative | to course material. They | informative and |
|  | entertaining. | and entertaining. |  | entertaining. |

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|  |  |  | are not informative and entertaining. |  |
| Aesthetics | The videos are very well organized and | The videos are adequately organized | The video lacked some organization and clarity. | The videos are not organized or clear. The |
|  | understandable. All the | and somewhat clear. | The production value of | videos are of poor |
|  | videos are well-produced | There's an attempt to | the videos are low and | quality and show |
|  | and creative. They | create well-produced | creativity is lacking. | no/limited creativity. |
|  | surpassed expectations. | videos, but some creativity may be lacking. |  |  |
| Explanation | Each video contains an artist statement of | Artist statements may not all be 200-250 | Artist statements are not all 200-250 words. The | Artist statements are not 200-250 words. The |
|  | 200-250 words that | words. The explanations | explanations are not as | writing seems to be |
|  | explains the educational | may not be as strong as | strong as they can | rushed, with no |
|  | value of the video while | they can possibly be, but | possibly be. The writing | references to course |
|  | making strong | still leave the reader | lacks clarity and has | material, has lots of |
|  | connections to course | somewhat informed. The | writing errors. | writing errors, and/or |
|  | material. The writing is | writing is clear and | References to the course | disorganized ideas that |
|  | clear and concise, with | concise, but has some | material are lacking or | don't provide an |
|  | references to course | writing errors. May need | insuﬃcient. | adequate, and |
|  | topics, and free of | stronger references to |  | educational explanation |
|  | writing errors. | the course material. |  | to the videos. |
| Overall Quality | The project is  well-thought-out and | The project seems to be well-thought-out and | The project demonstrates some | The project appears rushed and doesn't excel |
|  | undoubtedly | demonstrates | knowledge about media, | at demonstrating the |
|  | demonstrates the | knowledge about media, | but does not seem | knowledge about media. |
|  | knowledge about media. | but does not surpass | well-thought-out. Each | Videos and explanations |
|  | Each video clearly and | expectations. Each video | video explains a concept | are lackluster. |
|  | creatively explains a | clearly explains a | related to media and |  |
|  | concept related to media | concept related to media | each corresponding |  |
|  | and each corresponding | and each corresponding | explanation articulates |  |
|  | explanation beautifully | explanation articulates | the topic's importance in |  |
|  | articulates the topic's | the topic's importance in | relation to class material, |  |
|  | importance in relation to class material. | relation to class material. | but parts of this may be unclear. |  |
|  | | | Total: | / 20 |