Term Information

Effective Term	Autumn 2022
Previous Value	*Spring 2020*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

For Comm 3450, we are requesting a change in course number as well as its inclusion in the new GE theme area of Citizenship for a Diverse and Just World.

What is the rationale for the proposed change(s)?

The rationale for the change in course number from 3450 to 2850 is that the course as it is currently taught does not engage in theory comparisons or discussion as is typically done in other 3000 level courses in the School of Communication. We believe that adjusting the course to a 2000-level course more appropriately describes its rigor and content. We also want to encourage more students outside of Communication to take our course as it will hopefully be an option under the new GE theme in Citizenship.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2850
Previous Value	*3450*
Course Title	Media and Citizenship
Transcript Abbreviation	Media & Citizen
Course Description	This course provides an overview of media's role in citizenship by learning about media industry operations, how media influence us, critical evaluation of media, media responsibility and literacy, and how our experiences and biases affect the current relationship between mass media and democracy. We will learn how to engage with media to promote informed, active, and responsible citizenship.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	09.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

- Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Content Topic List	• Understand how media engagement relates to citizenship engagement for individuals and groups
	• Value the importance of this relationship regarding the impact on individuals and society at large
	• Understand the current status of media and citizenship both in America and abroad
	• Describe current issues that make this relationship particularly relevant today as well as historically
	• Describe media practices and how they can influence media and citizenship for individuals and groups
	• Understand cognitive processes and individual differences that influence media and citizenship
	• Recognize and evaluate intentional media effects
	• Recognize and evaluate incidental media effects
	• Describe and apply methods of evaluating media
	• Develop self-reflective abilities to understand our role in seeking out and engaging with media
	• Improve media literacy skills
Sought Concurrence	No

Attachments

• Communication 2850 Syllabus Media and Citizenship.docx: Course Syllabus

(Syllabus. Owner: Jackson,Kylie M.)

• Comm 2850 Goals Sheet Media and Citizenship.docx: GE Application

(Other Supporting Documentation. Owner: Jackson,Kylie M.)

• Comm Curriculum Map UPDATED 2020.docx: Communication Curriculum Map

(Other Supporting Documentation. Owner: Jackson,Kylie M.)

• Regional campus GE memo.docx: Regional campus memo

(Other Supporting Documentation. Owner: Jackson,Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson,Kylie M.	10/18/2021 07:48 PM	Submitted for Approval
Approved	Garrett,Robert Kelly	10/18/2021 08:49 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/28/2021 01:18 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/28/2021 01:19 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

School of Communication

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October 18, 2021

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of Communication

RE: COMM 2850 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline
Associate Professor
Undergraduate Program Committee Chair
School of Communication

SYLLABUS: COMMUNICATION 2850
MEDIA AND CITIZENSHIP
AU22, ONLINE

Instructor:

Melissa Foster, PhD
Email: foster.1182@osu.edu (note: not buckeyemail)
Office hours: Zoom, please email me to set up an appointment

Course description

 This lecture-based course will be delivered 100% online. The main purpose of this course is to learn how to better consume media and participate in interactive media in a way that promotes informed, active, and responsible citizenship. Understanding how media industries operate, how media influence us, how we influence media, how to critique media for accuracy, and how cognitive processing and individual differences impact the way we engage with and process media is vital to decision making that benefits individuals and society at large. Thus, this course provides an overview of media and its role in citizenship in contemporary democracies by examining how media industry works, how various media impact us, how to critically evaluate media, how to engage in media responsibility, and how our own personal experiences and biases affect the way we interpret media in terms of citizenship.

 You'll be responsible for material covered in the lecture and in assigned readings from Carmen (see below).

Course Objectives:

Communication 2850 is a GE course in the category: Citizenship for a Diverse and Just World with the following objectives…

1. **Engage in critical and logical thinking about ways to engage with media to promote informed, active, and responsible citizenship**
2. **Engage in an advanced, in-depth, scholarly exploration about the relationship between media and citizenship**
3. **Identify, describe, and synthesize information and experiences as they apply to media use and citizenship behaviors**
4. **Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

5. **Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.**
6. **Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.**
7. **Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences**
8. **Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.**

Additional course goals include being able to define and describe concepts relevant to media use and democratic citizenship, understanding how mass media industries operate in ways that impact citizenship behaviors such as voting, staying informed and being active in civic engagements, applying social science concepts to the real world in terms of our own personal relationship with media, and integrating information to create action steps to improve the way we interact with media to promote informed, active, and responsible citizenship behaviors. See schedule starting on page 10 for objectives for each module.

These outcomes will be met through a combination of video lectures, reading, assessments, and weekly discussion posts incorporating information from outside the class materials.

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. ASC Honors provides an excellent guide to scheduling and study expectations.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
  - Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen
  - **This online course requires use of Carmen (Ohio State's learning management system) and other online**

communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- ▪ **[Carmen accessibility](#)**

- **Carmen Zoom:**
  - o Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
  - o Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
  - o [Carmen Zoom](#) help guide

- **Turnitin:**
  - o Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct (COAM)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products <u>free of charge</u>. To install, please visit <u>https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733</u>

Course Requirements:

Required Materials:

The required reading materials for this class are available on Carmen as downloadable pdfs. There is no textbook to purchase. See course schedule for details.

Assessments:

- *Quizzes:* Weekly, online, timed quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice, True/False, and short answer items. Quizzes will have approximately 10 questions and a time limit of 10 minutes.
- *Exams:* Online, timed exams will assess students' general understanding of the lecture materials and assigned reading and videos. Each exam will have about 25 to 50 questions which may include multiple-choice, true/false or fill-in-the-blank items. Exams will be set to allow students up to 2 attempts per exam (in case there are technical problems on the first attempt, keep in mind that the questions will not be the same, so you may wish to only take it once if you prefer, though the highest score will be kept)
- *Discussion Assignments:* Students will post an original response to prompts in Carmen and subsequently respond to posts written by classmates to facilitate discussion of concepts covered in the course. Posts can be videos (preferred) about 4 minutes long, or papers (APA format) about 2 pages long. An "exceptional" grade on the rubric means that there are no recommendations for improvement. "Above Average" means that while there is some room for improvement, the paper is still above average and suggestions for improvement are minor. "Average" grades mean that the main aspects of the assignment have been addressed but there is non-trivial room for improvement. Discussions are formal and should include information from lecture as well as outside sources.

An overview of the assignments is listed below. A detailed checklist with due dates is at the end of the syllabus. We will have 1000 points possible in the class. Your points are allocated as follows:

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Requirement	Points/Percent of Final Grade
Quizzes	250 points total (12 quizzes will be given over the semester. The lowest 2 quiz scores will be dropped. So remaining quizzes are 25 points each)
Exams (4)	300 points total (Exam #1 = 50 points, Exam #2 = 75 points, Exam #3 = 75 points, Exam #4 = 100 Points)
Discussion Assignments	450 points (12 discussion assignments. The lowest 2 scores will be dropped. So, the remaining 10 assignments will be worth 45 points each)
Total Points	1000

To obtain your final grade, we simply add all of your points up at the end of the course. I use the standard OSU grading scheme:

Letter Grade	Percent
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
Failing	0-59.9

Please note: Carmen Canvas does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be; it's not fair to other students.

Also, please note that Carmen has different settings for viewing your grades. There is a setting in which assignments that are not completed are counted as a "zero" and a setting in which incomplete assignments are not yet counted in the final grade. So, if you are calculating your grade throughout the semester, make sure you are factoring in any assignments you failed to turn in on time as a "zero".

Classroom Policies:

Please keep track of when things are due. The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time.

I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen.

Late work and submission details: Since your lowest 2 quizzes and lowest 2 discussions are dropped from the final grades, late work will not be accepted without documentation of severe illness or emergency. This documentation must include relevant dates (at least 2 weeks in duration) and needs to come from a reputable source (e.g. a doctor's office or police report). This documentation should be submitted before the assignment is due, except for dire and unforeseen emergencies. The documentation must provide information relevant to the urgency of the situation (e.g. an emergency room visit is an emergency, seeing your doctor because you had a common cold is not). While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Remember that many of your lowest grades are already dropped, so there is very little room (if any) for late work. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the quarter so that alternative arrangements can be made

If you are permitted an extended deadline, please do not email your paper to the professor. It will not be counted as submitted until you have submitted it to Canvas.

Before you submit an assignment:

All writing assignments and exams must be submitted to our class website by the deadline. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.

When you are ready to submit your assignment or exam, make certain it is in "doc", "docx", or "pdf" format (don't use "pages" or "google docs" since they can't be opened).

Remember to leave yourself enough time to verify that your submission went through.

Verifying that you submitted your assignment:

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen…

Here it is step by step:

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= After submitting the assignment, you should be taken back to the main page for the assignment
= On the right-hand side is a submission status
= To verify that everything uploaded correctly, click on 'Download [filename]'; you might want to save it to a different location on your hard drive than the original, or rename it during the download process, to avoid overwriting your original

= Open the downloaded file and make sure everything looks correct

Recall that you will be graded on what you submit by the deadline, even if it was not what you intended to submit. So, it's really important that you check to be sure your submission was correct.

Grade Disputes: Remember that any dispute about a grade must be taken up with the professor **within one week of the grade posting**. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed.

Page Limits: Papers with page limits must use APA formatting (12-point, Times New Roman font, 1-inch margins) and must adhere to the page limits. Points will be deducted for going over the limit.

Contact Information for Various Issues

Who to Contact for Specific Problems:

Questions about the course/assignments/lectures/etc: First, post in the discussion area, as that allows the professor, TAs and other students to see issues and respond to everyone in an organized and timely manner.

For personal issues (such as emergency illness or injury), please contact Dr. Foster via email (foster.1182@osu.edu). In your email, please specify which course you're referring to. Also, if we're having an ongoing conversation, please keep all correspondence on one email thread to stay organized.

Technical Problems with Your Computer or Internet Connection Issues: OIT can be called at 614-688-HELP (4357). You can also email them about your problem or you can request that they call you back. The website for these alternatives is: https://osuitsm.service-now.com/selfservice/help_splash.do (Links to an external site.)

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact

information for Arts and Sciences advisors can be obtained through this website. The site is: http://advising.osu.edu/welcome.shtml

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting **ccs.osu.edu** or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Tentative Course Schedule

Section A: Introductions, Concepts, Status

Modules	Assignments	Due Dates (11:59pm)	Check Box
Section A **Introductions and Concepts** Explicating main concepts relevant to the relationship between media and citizenship, including methods of studying this relationship and historical perspectives			
Module 1: Course Introduction. Objectives: -Define "media" -Define "citizenship" -List examples of "citizenship behaviors" and make connections to your lived experiences -Understand the relationship between mass media and citizenship in a democratic society -Explain why this relationship is important -Understand the methods of studying this relationship	Lecture Videos		
	Quiz #1 (Syllabus Quiz)	Due August 29th *counts as attendance for class for the first week	
	Discussion #1	Original due Aug 29, Responses to classmates: Aug 31	
	Reading: Readings: (1) Lister Chapter 1: What is Citizenship (2) Olsen, H. (6 July 2021). News consumption is plummeting. That's both good and bad for democracy. *The Washington Post*		
	C-REP Extra Credit	See "Student Guide"	
Module 2: Finding Sources. Objectives: -Understand the differences between academic and popular sources, including the pros and cons and proper uses of each -Be able to locate and apply information from both academic and journalistic sources appropriately to an integrated analysis of issues involving media engagement and citizenship behaviors	Lecture Videos and Textbook Chapter 2		
	Quiz #2: Covers Modules 1 and 2	Sept 7	
	Discussion #2	Sept 2, 7	
	Reading: (1) Wineburg, Sam and McGrew, Sarah and Breakstone, Joel and Ortega, Teresa. (2016). Evaluating Information: The Cornerstone of Civic Online Reasoning. Stanford Digital Repository. (2) Garrett, R. K. & Bond, R. M. (2021). Conservatives' susceptibility to political		

	misperceptions. Science Advances, 7, 1-9.		
Module 3: Historical Perspectives Objectives: -Using 2 examples of topics relevant to media (presidential communication with the public and voting behaviors), understand how to study the historical context of modern-day issues -Make connections between modern-day issues and the history of those issues -Articulate what past experiences can tell us about modern democratic communication	Lecture Videos and Textbook Chapter 3		
	Quiz #3: Covers material from Module 3	Sept 14	
	Discussion #3	Sept 9, 14	
	Reading: (1) Danielson, C. (2013). The politics of voter suppression: Defending and expanding Americans' right to vote. *Journal of American History, 2,* 594-595. (2) The Editorial Board, 2 July 2021. The Supreme Court Abandons Voting Rights. The New York Times.		
	Exam #1: Covers Modules 1, 2, and 3	Sept 16	
Section B **Mass Media Industries** Before you can make informed decisions about your media engagement, it helps to have a basic understanding of some of the ways that these media operate			
Module 4: Mass Media Industries Objectives: -Understand the economic systems of the media industry -Apply this information to modern-day issues regarding policy support for media industry practices and regulations -Make connections between media industry practices and citizenship behaviors	Lecture Videos and Textbook Chapter 4		
	Quiz #4: Covers material from Module 4	Sept 23	
	Discussion #4	Sept 21,23	
	Reading: (1) A Better Life for All? Consumption and Citizenship in Post-Apartheid Media Culture—*M. Iqan*i. (2) Lindsay, R. (06 October 2021). I designed algorithms at Facebook: Here's how to regulate them. *The New York Times*		
Module 5: Journalism Today Objectives:	Lecture Videos and Textbook Chapter 5		
	Quiz #5	Sept 30	
	Discussion #5	Sept 28, Sept 30	

-Understand how journalism works, including ethical considerations, in the role of journalism in democracy and current issues journalists face (e.g. safety issues, misinformation, etc.) -Apply this information to modern-day citizenship issues relevant to journalism	Reading: (1) Chapters 6 and 7 from Potter's Media Literacy book (2) Burke, T. (2018, March 31). How America's largest local TV owner turned its news anchors into soldiers in Trump's war on the media. *The Concourse.*		
Module 6: Media Vs Reality Objectives -Understand how the media does and does not reflect our shared reality -Apply this information to citizenship behaviors such as staying informed, voting, and supporting fellow citizens to ensure their civil rights	Lecture Videos and Textbook Chapter 6		
	Quiz #6	Oct 7	
	Disc 6	Oct 5, 7	
	Reading: (1) Chapter 8 from Potter's Media Literacy, (2) Chang & Bushman (2019). Effect of exposure to gun violence in video games on children's dangerous behavior with real guns. *JAMA, 2.*		
	Exam #2: Covers Modules 1-6	Oct 12	
Section C **Mass Media and Us** Now that we've covered main concepts and how mass media industries operate, the next step is to cover our relationship with media			
Module 7: Algorithms and Bots Objectives: -Understand how new media impacts citizenship behaviors through the use of algorithms -Apply this information to a case study of Facebook -Create informed commentary of the use of algorithms in modern-day communication	Lecture Videos and Textbook Chapter 7		
	Quiz #7	Oct 21	
	Discussion #7	Oct 19, 21	
	Reading: (1) The prologue from "Zucked", pages 1-12. (2) Algorithms, Bots, and Political Communication by Howard, Woolley, and Callo		
Module 8: Mis, Dis, and Mal-Information Objectives:	Lecture Videos and Textbook Chapter 8		
	Quiz #8	Oct 28	
	Discussion #8	Oct 26, 28	

-Recognize the difference between misinformation, disinformation, and mal-information -Understand how mis, dis, and mal-information impact democratic processes and behaviors	Reading: (1) Chapter 15 in Potter's Media Literacy (Helping yourself and others to increase media literacy). (2) Walter, N. (2018). How to unring the bell: A meta-analytic approach to correction of misinformation. Communication Monographs, 85(3), 423-441		
Module 9: Cognitive Biases	Lecture Videos and Textbook Chapter 9		
Objectives:	Quiz #9	Nov 4	
-Define epistemic beliefs, selective exposure, and common examples of cognitive biases	Discussion #9	Nov 2,4	
-Understand how our media use and our cognitive biases work together to influence our citizenship behaviors	Reading: (1) Introduction from "The Filter Bubble" pages 1-20 (2) Fletcher and Nielson "Are news audiences increasingly fragmented"		
	Exam #3 (Covers Modules 1-9)	Nov 9	
Section D **Action Steps** At this point, you understand the main concepts, how mass media industries work, and some factors that influence the way we interact with media. Now, we are going to cover what we do about all that.			
Module 10: Decision Making	Lecture Videos and Textbook Chapter 10		
Objectives:	Quiz #10	Nov 18	
-Understand the scientific method, including both	Discussion #10	Nov 16,18	
benefits and drawbacks of various research methods -Describe the relationship between scientific research and mass media/science-journalism -Apply this information to real-world decision-making regarding citizenship issues	Reading: (1) Hovland, C. & Weiss, W. (1951). The influence of source credibility on communication effectiveness. *Public Opinion Quarterly, 15,* 635-650. (2) Rathi, A. (2016, March 26). A Cambridge professor on how to stop being so easily		

	manipulated by misleading statistics. *Quartz.*		
Module 11: Media Literacy Objectives: -Understand basic concepts in media literacy such as ad deconstruction, fact-checking, and correcting misinformation -Apply these concepts to the relationship between media and citizenship behaviors	Lecture Videos and Textbook Chapter 11		
	Quiz #11	Dec 2	
	Discussion #11	Nov 30, Dec 2	
	Reading: (1) Pages 376-396 in Potter's Media Literacy (2) Leckrone, B. (2018, February 21). Here's how the Russians targeted Ohio for the 2016 election. *The Columbus Dispatch.*		
Module 12: Civility and Democracy Objectives: -Understand the difference between civility and politeness and how they relate to citizenship behaviors -Analyze the role of art in communicating about citizenship issues (e.g. paintings, music, comic books, etc.) -Improve civil communication for positive citizenship behaviors	Lecture Videos and Textbook Chapter 12		
	Quiz #12:	Dec 7	
	Discussion #12	Dec 5,7	
	Reading: (1) Papacharissi, Z. (2004). Democracy online: civility, politeness, and the democratic potential of online political discussion groups. *New Media and Society, 6*(2), pp. 259-283. (2) Son, J., Lee, S., Cho, E., & Kim, H. (2016). Examining online citizenship behaviours in social network sites: A social capital perspective. *Behaviour & Information Technology*, 35(9), 730-747.		
	Exam #4 (Cumulative; Covers Modules 1-12)	Finals Week, Dec 9th	
Congratulations, you are finished! Please share things you've learned this semester with friends and family!			

Communication 2850

Media and Citizenship

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

The focal theme of the class is to help students learn to engage with media in ways that promote informed, active, and responsible citizenship. Such citizenship behaviors include staying informed about national and world issues, participating in civic engagements such as voting and volunteering, and balancing rights and obligations (e.g. not littering, following laws, helping others, etc.).

Lectures and textbook readings (available on Carmen as pdf's) explain basic concepts that students are quizzed on weekly. Then, advanced level of analysis is achieved through weekly discussion posts in which students synthesize information from lectures and the textbook with at least one peer-reviewed source and at least one newspaper source they found outside of class materials. These posts demonstrate they *understand* concepts presented in lecture, are able to *apply* those concepts to current topics in citizenship, are able to *identify and incorporate* additional, relevant information they've found from current research or journalism from outside the class materials, *synthesize* all of this information to *form* a cohesive thesis statement for each module/topic, and *express* that thesis in professional, informed, and concise discussions that promote active citizenship behaviors.

Course Organization:

The course is organized so that students engage in advanced study of a dedicated topic each week/module.

The first section explicates the main concepts. In defining "citizenship" and "citizenship behaviors", we examine excerpts from Lister's book "What is Citizenship" (1997), addressing citizenship as a combination of status, rights, and obligations. The following module about "Finding Sources" is intended to help students differentiate between the different types of sources synthesize sources. The third module in this section aims to provide students with historical context regarding the importance of media effects on citizenship behaviors. A guest lecture by Dr. Kevin Richards, who specializes in German history, provides an example. We also examine the history of the relationship between presidents and the press and between mass media and voting behaviors.

The second section is about Media Industry Practices. To best understand how to improve our relationship with media in a way that promotes citizenship behaviors, it's important to first understand some of the basics about how the media industry operates. Modules for this section include Economic Perspectives, Journalism Today, and Media Verses Reality. In this section, we also discuss content analysis as a research method and how this can help us make informed decisions for citizenship issues such as policy support.

The third section is about the way that citizens interact with media. Students will learn that they are not simply passive consumers of media but rather that they are having interactions with media through the

use of algorithms and bots, misinformation, disinformation, and mal-information, and our own cognitive biases that impact the way we process information and respond to it.

The fourth section focuses on action steps. This includes learning about the process of decision making, media literacy, and how to make use of civility in ways that foster democratic citizenship.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50- 700 words)

General critical and logical thinking:

Critical thinking includes the ability to find and apply appropriate sources, synthesize relevant information, examine each topic under a broader context of historical and cultural lenses, and understand how individual media effects relevant to citizenship behaviors fit into the larger media industry.

Goals, Topics, and Activities:

1. Critical and logical thinking includes having the ability to find high quality sources to evaluate a given topic
   a. Goal: Students learn how to use the library resources to find peer-reviewed and newspaper sources, how to read and use these sources, how to differentiate (both peer-reviewed and popular sources, and how to do forward and backward searches.
   b. Activity: Students are provided with several examples to demonstrate and then find sources on their own to integrate into weekly discussion posts.
2. Critical thinking involves examining each topic under a broad context, which includes a historical context.
   a. Goal: Students are able to apply information from course materials to find and describe repetitions through history regarding the role of media in citizenship behaviors.
   b. Activity: Students choose a historical event in which the media played a role in citizenship behaviors from a list of options (e.g. The Civil Rights Movement) or from outside the list if they wish. They provide a brief summary of the event and the role that media played in it, and they find a current issue that is similar to describe similarities and differences.
3. It is also important for critical thinking that students are able to look at individual media items in the context of a larger media environment.
   a. Goal: Students demonstrate background knowledge on the larger media environment including the way that mass media operates, including new media, media regulations, and economic perspectives.
   b. Activity: Students can choose to write about the pros and cons of (a) the impact of social media on democracy in general; (b) regulation of social media; (c) big technology monopolies; or (d) the influence of economics on journalism. This assignment requires students to examine both the pros and cons to facilitate more critical thinking.
4. Engaging with media responsibly includes being able to critically evaluate how realistic that media is and what impact it can have on citizens' communication and decision making for the collective group.

a. Goals: This module has two main points; one is to understand content analysis as a research method and how it can be used for informed citizenship, and the other is to discuss the frequent disconnect between real life and entertainment media.

b. Activity: Students are asked to choose either a children's TV show or a movie trailer and do a mini-content analysis regarding issues related to citizenship.

5. Identifying high quality sources is invaluable for critical thinking, and this includes the difficult task of identifying and distinguishing between misinformation, disinformation, and mal-information.

a. Goal: Students learn how to identify and differentiate misinformation and disinformation.

b. Activity: Students are provided a website with a list of articles about misinformation and disinformation to summarize. This way, they practice summarizing and sharing research information with others in a way that is conducive to democratic citizenship. *Module 9: Cognitive Biases*

6. Understanding their own thought processes can help students understand the filters they have when they engage with media critically.

a. Goal: Students can describe and identify in their own life examples of cognitive biases

b. Students can either find a media example of a person who believed false information and use one of the cognitive biases discussed in lecture to explain why that person believed the false information.

7. Understanding science journalism is necessary for critical and logical evaluation of the topics.

a. Goal: Students can describe similarities and differences between original peer-reviewed research and science journalism based on that research.

b. Activity: Students are asked to choose a popular media article and a corresponding peer-reviewed journal article that the popular media article is based on to compare and contrast

8. Media literacy for critical thinking

a. Goal: Students learn how to deconstruct advertisements critically and logically.

b. Activity: Students apply steps from lecture to deconstruct an advertisement of their choosing and discuss implications this may have for citizenship behaviors.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.

Lecture

Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has three to four lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.

Reading

The textbook for this course (Media Engagement for Democratic Citizenship) provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.

<u>Discussions</u>

In addition to course materials, students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.

Goal: One of the ways that students engage in scholarly exploration of a topic is to both learn about communication strategies and apply them to the real-world. To facilitate this, students learn about issues like communication civility (and how civility can differ from politeness) and how this strategy can improve citizenship behaviors.

Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

One of the goals for this class is that students develop skills in synthesizing and summarizing information from a variety of sources. To this end, for the discussion assignments described above, students are asked to create discussion posts that combine information from lectures/reading, information they have found on their own (outside of the course materials), and their own original analysis and opinions. In this way, students demonstrate that they can apply information that was discussed in lecture to the real-world. They also demonstrate that they can find relevant information on their own. Finally, they use these skills to create their own analysis which is supported by evidence.

In each discussion post, students are encouraged to provide evidence and examples for the topics they are discussing. These examples should be from the real-world, and students tend to enjoy making these connections to their lives outside the classroom.

An example of an assignment for this ELO is the discussion post from the Decision-Making module. In this assignment, students are given a list of peer-reviewed journal articles that have been covered in the news (Science Journalism). The topics are relevant to media and citizenship and include categories such

as Disinformation, New Media, and Politics. Students read both the original, peer-reviewed article and the journalistic, popular source that is based on the main findings of the original. Based on the steps covered in lecture, they to discuss how the original source verses the secondary source may impact the readers' decision making on these issues (including an analysis of the differences between the two types of sources). They also discuss how they believe these sources may impact interpersonal communication, if people are chatting about recent articles they have read.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Discussions

In order to improve on their abilities to engage with media in ways that promote informed, active, and responsible citizenship, students are given the responsibility of finding at least two sources from outside lecture materials to support their discussion posts.

Throughout these discussion assignments, students are encouraged to find real-world examples to support their analysis. Synthesizing current information with personal analysis helps students to learn about the relationship between media and citizenship in an advanced, scholarly manner. However, there is also some meta-learning because as they learn about and write about each topic/module, they are also practicing using this skill for communication with peers that plays a role in citizenship issues.

Material

In lecture and reading, we cover topics such as finding sources, the anatomy of a peer-reviewed article, analyzing journalism, and deconstructing advertisements that help students to grow, not just in their knowledge base, but in their skills to learn how to learn. They also learn about cognitive biases and reflect on those. Critical thinking in a media environment means that students should learn about their own cognitive biases and how those impact the way they engage with media. Being informed citizens in order to make good decisions requires that students need not only understand the media environment, but they should also look inward to how their experiences and biases can affect the way they make decisions.

Activity Example

An example of an assignment related to this ELO is our reflection discussion at the end of the semester. Students are given two options for this assignment. Option 1 is to create a short (about 4 minute) speech that is similar to a mini-TED talk. They are asked to reflect on the semester and craft their video as a TED talk sharing with their audience their main take-aways from the course. They discuss what they think is the most important concept from the class and share with the audience how learning about this concept has influenced them. Option 2 is to actually explain a course concept that they found important to a friend or family member. Students either share the actual conversation they had or summarize how the conversation went. The most popular topic for this semester was students explaining concepts like "algorithms" or "local news ownership" to their grandparents.

<div align="center">Specific Expectations of Courses in Citizenship</div>

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

At the beginning of the course, different definitions of citizenship are discussed. In this way, students understand a range of ways to view this concept. Students are also encouraged to examine the relationship between media use and citizenship behaviors through historical (Module 3), economic (Module 4), and international (Module 5) lenses.

Before defining concepts, we discuss why it's important to do so. As Mouffee said in 1992, "The way we define citizenship is intimately linked to the kind of society and political community we want". The most referenced source for defining citizenship in this class is Lister's chapter "What is Citizenship". Leaning on her chapter as a guide, we define citizenship by examining its components as well as ways in which the concept "citizenship" has changed over time.

The components we address include citizenship as a status, a set of rights, and a set of obligations. Citizenship status is discussed as both a formal membership in a community as well as a social status when it comes to the ways that people in society may treat each other since having citizenship on paper does not necessarily translate into people having equal affordances. In terms of rights, we cover both legal rights and social rights. Likewise, obligations are discussed in terms of legal obligations and social obligations. These components of citizenship interact and overlap with each other in ways that are don't have clear answers regarding what constitutes proper citizenship behaviors. For example, if citizens have a social obligation to work, does the government have a reciprocal obligation to ensure that jobs that pay living wages are available to citizens? Thus, we define citizenship as finding a balance between rights and obligations; however, instead of providing students with clear answers about what that balance looks like, I encourage them to examine evidence from class to make their own specific definitions of finding that balance in ways that promote citizenship behaviors. In this way, their personal definitions of citizenship and citizenship behaviors are likely to evolve through the class as we introduce each module.

An example of one of the lectures that is relevant to this ELO is the lecture on Consumerism and Citizenship. This lecture is based on a book from South Africa in which the authors discuss how local citizens tend to buy local fashion brands (each neighborhood has a brand) as a way to show their support and identity for their community. Students are asked to think about their own choices as consumers, how that may be impacted by media, and how their choices either reflect or impact citizenship behaviors. In this way, thinking about citizenship through an economic perspective can get students thinking about how their purchases are impacting other people/citizens. Students in previous semesters have linked this perspective to their evolving definition of citizenship, with students sharing intentions to buy environmentally friendly products, frequent restaurants that are minority owned, or shop at stores that donate to charities they support.

Students can choose to compare and contrast a global news site with a domestic news site (they can choose from a provided list or a different media outlet that is of interest to them). Examples of websites

on the list include BBC, DW, NHK, and al Jazeera for international news and The New York Times or Washington Post for domestic news.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

This course includes a wide range of media (e.g. movies, TV shows, radio, podcasts, blogs, newspapers, peer-reviewed sources, etc.) from both domestic and international sources to help students view citizenship through different lenses. Additionally, we explore peer-reviewed research that sheds light on how different people are impacted by the media in different ways. For example, in lecture we discuss a peer-reviewed article that unpacks the way that Muslim-Americans, on average, tend to feel about the often-negative portrayals of Muslim-Americans in TV shows and Hollywood movies. The article goes beyond discussing the negative emotional impact these shows have and explains how it impacts people's communication as well. Seeing negative stereotypes about one's own culture tends to cause people to want to disengage from other cultures, and the problem of lack of communication and understanding can get worse over time. In this way, non-Muslim students may have a better understanding of how Muslim students react to such media, on average.

Another example from lecture is a video I created covering some of the reasons why Asian-Americans can feel disenfranchised from political communication. We discuss peer-reviewed articles as well as watching a video that explains why Asian Americans often feel excluded in politics and how problematic that can be for democracy.

Additionally, we cover practical skills for communication competence in Module 12. Students should understand the difference between polite and civil conversation and describe the circumstances under which each are appropriate.

An example of an assignment relevant to understanding intercultural competence is Module 2 in which students watch and analyze a documentary or movie based on a true story. Students discuss the implications for media and citizenship. They can choose from a list of movies that includes Drum (a based on a true story move from South Africa about the role of journalism in apartheid), Killing Us Softly 4 (a documentary about media portrayals of women and the implications it has for both men and women as citizens), Miss Representation (also a documentary about women in media), Tough Guise (a documentary about men in the media) or The Social Dilemma (a documentary that covers some of the generational differences in media culture).

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Textbook

There are some aspects of social justice in almost every module of the course. The textbook for the course includes video presentation with people from a variety of backgrounds focusing on diversity, equity, and inclusion. For example, Jasmine Roberts has created a guest video for the book summarizing her chapter for Routledge titled "Woke Culture: The Societal and Political Implications of Black Lives Matter Activism".

<u>Lectures</u>

In Module 3, students examine current media issues through a historical perspective (including issues regarding propaganda and voter suppression). In Module 4, there is a discussion about the way that newspapers are funded which provides information about whose viewpoints are and are not represented frequently. In Module 5, we discuss how journalism can have a negative impact on marginalized groups in terms of voting and other citizenship behaviors. In Module 6, we discuss stereotypes and lack of representation on implicit bias and how that can impact policy support. In Module 7 lecture, we discuss how algorithms and bots can have negative implications for marginalized groups. In Module 8, we discuss how disinformation can lead to lack of policy support. In Module 9, a lecture about cognitive biases focuses on understanding other people's lived experiences. In Module 10, we discuss how science journalism can be used to make policy decisions that support equity. In Module 11, we discuss how advertisements can have negative impacts on inclusion. And in Module 12, we discuss the differences between civility and politeness and how focusing on civility instead of politeness can have positive outcomes for diversity and inclusion.

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Students learn about power structures primarily in Section B of the course, which focuses on mass media industry practices. For example, in one lecture we discuss the ownership of local news and how large corporations can impact dialogue. Advocacy for social change is a focus of Section D, which is about Action Steps that students can take to improve their relationship with media in ways that promote citizenship behaviors. This includes advocacy for social change. We also touch on cultural issues in modules such as Historical Perspectives (there is a guest lecture about Germany in which we discuss the role of the media in the Holocaust and what steps can be taken to reduce the chances of such media problems causing massive harm like that again), Journalism Today (there is a guest lecture about international journalism), and Media Vs Reality (there is a guest lecture about stereotypes). We also have a lecture about voter suppression (both historically and today) and a lecture on the importance of adapting media and media laws to new cultures, technologies, and globalization.

An example of an assignment that addresses advocacy for social change is the discussion assignment for Module 3. Students are asked to choose an impactful historical event and describe the role the media played in citizenship behaviors. They then compare this with a current event. Students are given a list of ideas but are also able to choose a topic that is not on the list if they'd like. An example of a topic that multiple students chose last semester is that they compared the role of the media in the Civil Rights Movement of the 1960's with the Black Lives Matter Movement of today.

Communication
Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.
Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.
Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
Comm Analysis & Engagement			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
Comm Tech			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
Strategic Comm			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 *or*	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
Comm Analysis & Engagement (15 credit hours required)			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intemediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	

Comm Tech (6 credit hours required)

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate

Strategic Comm (9 credit hours required)

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate

Special Topic Elective

Comm Tech (9 credit hours required)

3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			

Strat Comm (3 credit hours required)

2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate