

Approved as New Course - Not GE



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5  
**Curriculum Proposal**

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	130
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Mass Communications	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:			CIP #	(For Office Use Only)	
Type of Change	COURSE PROPOSALS		Course Designator	Number of	
Proposed:	New Course		and Number	Credits	
Title Current:					
Title Proposed:	Mass Media and Children		MASS 112	2 (two)	
24-Char. Abbrev:	Mass Media and Children		(if applicable)		

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):  
 Course will examine the role of mass media in children's lives. Media will be examined as educator, image-maker, entertainer and messenger of violence.

**Rationale or Justification for change:**

All media teach. Mass media, as the storyteller for and about American society, serve as an elite educator. As much as -- if not more than -- the family, the school and the church, mass media teach children who they are, who they want to be, and what role they are expected to play in their world. Is the education offered to children by today's mass media worthy of an A+, an F, or something in between? That is the question the course will examine.

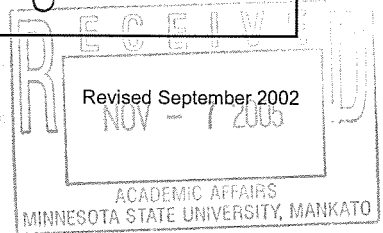
**\*\*\*For General Education or Cultural Diversity Courses Only\*\*\***

<b>General Education Course:</b>		<b>Cultural Diversity Course:</b>
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
5	History and the Social and Behavioral Sciences	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
N/A		<input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		
? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.		
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.		

**\*\*\*For New Courses\*\*\***

(Check all that apply):	Instructional Type:	Lecture	Course will be offered:
<input checked="" type="checkbox"/> Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		No	<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		None	<input checked="" type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		None	
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)			
Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes. c. A list of resources required to offer and support this course. d. A description of how teaching this course will affect department staffing. e. If 400/500 level course, an explanation of added expectations of graduate students.			

See attached





Minnesota State University, Mankato  
Curriculum Proposal

**\*\*\*For Program Proposals\*\*\***

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:  
[http://www.mnsu.edu/acadaf/words/PRA\\_SampSLOAssessPlan.doc](http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc)
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

**\*\*\*For Programs Requiring MnSCU Approval\*\*\***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
  - ⌚ Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
  - ⌚ Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
  - ⌚ Change in program name.
  - ⌚ Change in program CIP #.
  - ⌚ Change in TOTAL program credits.
  - ⌚ Change in degree award. For example, changing a B.A. to B.S.
  - ⌚ Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato  
Curriculum Proposal

\*\*\*Signature Page\*\*\*

Department Recommended (Category/ies 5) C. Lewis 11-2-05  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ Department Chair Date

Comments:

College Curriculum Committee Recommended (Category/ies 5) Krist Brown 11/4/05  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ Committee Chair Date

Comments:

College Dean Recommended (Category/ies 5) J. Early 11/07/05  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ Dean Date

Comments:

General Education Subcommittee Recommended (Category/ies \_\_\_\_\_)  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee Recommended (Category/ies \_\_\_\_\_) Marie Kromie 4/21/06  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ UUCAP Faculty Chair Date

Comments: as a new course only

Faculty Association Graduate Committee Recommended  
 \_\_\_ Not Recommended \_\_\_\_\_ Faculty Association Graduate Chair Date

Comments:

Graduate Dean Recommended  
 \_\_\_ Not Recommended \_\_\_\_\_ Graduate Dean Date

Comments:

Academic Affairs Council Recommended (Category/ies \_\_\_\_\_) [Signature] 5/10/06  
 \_\_\_ Not Recommended (Category/ies \_\_\_\_\_) \_\_\_\_\_ Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs Approved (Category/ies \_\_\_\_\_) [Signature] 5/10/06  
 \_\_\_ Not Approved (Category/ies \_\_\_\_\_) \_\_\_\_\_ Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

# **General Education course proposal**

**(Category 5: History and the Social and Behavioral Sciences)**

## **“MASS MEDIA AND CHILDREN”**

**Mass Communications 112; 02 credits**

### **Goal**

The proposed course will examine how social and behavioral scientists and historians examine the relationship between children and the mass media, with emphasis on explaining the outcomes of that relationship. The course will require students to consider the media/child relationship as it has affected their own lives and as it is or will be affecting the lives of their own children and other children with whom they come into contact in their personal lives and in their careers.

### **Student Learning Outcomes**

This course will allow students to:

- Understand the methods by which researchers examine the media/child relationship (e.g., controlled exposure to media; diaries of media use; longitudinal studies linking media use to social development).
- Examine the impact of mass media on children in earlier times (e.g., “dime novels” of the late 1800s and early 1900s; children and early radio; children’s attitudes and behaviors before TV, during the early days of TV and today; use of mass media by children in different cultures and different eras; worldwide spread of children’s access to media via TV and Internet).
- Examine, evaluate, compare and contrast mass media’s impact on children vs. other developmental forces in their lives (e.g., parents, school, religion, race, government, socioeconomic status).
- Understand alternative forces that exist alongside mass media to explain children’s personal and sociocultural development (e.g., cultural mores and taboos; parental influence; educational systems; religion; governmental role in children’s lives).

### **Strategies to Assess Learning Outcomes**

Student progress in meeting Learning Outcomes will be assessed in several ways:

- Formal examinations over material presented in class.
- Reaction papers focused on specific aspects of children’s media use.
- Student participation in class discussion of relevant topics as they come up. Topics will be examined in the following groups: media as educator; media as image-maker; media as marketer; media as entertainer; and media as purveyor of violence.
- Student evaluations of the course.

**“MASS MEDIA AND CHILDREN” course proposal, continued****Syllabus**

See attached syllabus from “test run” of course as special topics course in summer 2005.

**Student learning outcomes**

See outcomes as explained for general-education course proposal on page 1 of this document.

**Resources required**

No new resources will be required. Course will be offered first as a summer class and then as department schedule and/or summer funding permit.

**Affect on staffing**

None. Course will be taught as summer class and possibly as part of regular load as department schedule permits, probably in place of variable-topics courses occasionally offered.

**PLEASE NOTE**

This course, MASS 112, as envisioned and proposed here will be best taught as a 2-credit class. While most general-education courses are supposed to be 3-credit classes, many gen-eds are, in fact, 4-credit classes. Relevant to the MASS 112 proposal is the presence of many history courses in Category 5 that carry 4 credits. The availability of a 2-credit MASS 112 class may prevent students who select a 4-credit history class from having to exceed the minimum credits required in Category 5 if they don't wish to do so.

## MASS MEDIA AND CHILDREN (MC290-01; 2 cr), SUMMER 2005

**Class time/place:** 11 a.m.-12:30 a.m. MonTueWedThur in 225 Armstrong Hall

**Instructor:** Dr. Marshel Rossow, professor of mass communications

**Office:** 131 Nelson Hall, Mankato State University

**Phones:** (507)389-5522 private office (has answering machine)  
(507)389-6417 Mass Communications Department office (has answering machine)  
(507)345-1487 home (has answering machine)  
MRS/TTY 800-627-3529

**E-mail:** marshel.rossow@mnsu.edu

**Fax:** (507)389-5525

**Office hours:** 7 a.m.-7:30 a.m. MTWRF; 9:30 a.m. to 11:30 a.m. MTWR. Other hours by appointment. Changes in these hours necessitated by unforeseen circumstances will be posted on my office door.

### COURSE OBJECTIVES

Mass Media and Children is a mass comm special-topics class -- a class that is being taught for the first time this summer. Its goal is to make students more aware of (1) the role mass media play in the lives of children, and (2) the way children use -- and misuse -- mass media. By design or accident, all media teach. Mass media, as the storyteller for and about American society, is an elite educator in the United States today. As much as -- if not more than -- the family, the school and the church, mass media teach children who they are, who they want to be, and what role they are expected to play in their world. Is the education offered to children by today's mass media worthy of an A+, an F, or something in between? That is the question this course will examine.

### STRUCTURE

The course uses a combination of lecture, discussion and audiovisual materials. I will contribute material I consider important about various aspects of mass communication; the students, as active consumers of mass media, are expected and encouraged to contribute their own ideas also.

### REQUIREMENTS

**Knowledge of the syllabus:** There's an old saying that "ignorance of the law is no excuse." (Also, "Ignorance is bliss," but never mind that one.) The same logic applies to this syllabus. In it, I have tried to be helpful in detailing your and my rights and responsibilities in the course. It is up to each student in the class to read, understand and follow the material. Failure to do so will not negate the material or reduce responsibility for following it.

**Attendance:** This class does not have a required textbook. Therefore, attendance is mandatory and will be taken because all material covered on tests will be presented only in class. Students are required to arrive on time and attend each class meeting to its conclusion unless other arrangements have been made with me.

**Overlaps with other classes are not permitted, with no exceptions for any reason. If you have scheduled an overlap, please drop one of the classes at once.**

Arriving late and/or walking out of class before the class session ends is disruptive, rude -- and a violation of university rules regarding student conduct, as explained under "class conduct" below. Students are responsible for all material presented in class. No tests missed because of absence may be made up for full credit unless I have approved the absence in advance or advance notice was impossible (e.g., a car accident en route to class). Illness is not a valid reason for failing to notify me about having to miss a test. Notification of an absence after the fact is rarely acceptable. I reserve the right to take

attendance at any class meeting. People who are found to have missed more than three (3) class meetings will have their final grade reduced by one letter. If you don't want to come to the class, please drop it immediately.

**Class conduct:** As the university's policy on classroom conduct explains:

**Statement of Student Responsibilities: Disruptive Classroom Behavior**

"Student behavior in the classroom that substantially or repeatedly interferes with the ability of an instructor to teach or the ability of other students to learn is a direct violation of the Statement of Student Responsibilities.

"Examples of violating behaviors may include, but are not limited to, the following:

" Repeatedly entering or leaving a classroom without explanation.

" Eating, sleeping or reading the newspaper during class time.

" Loud or irritating noises. (I consider chatting during class to be quite an irritating noise.)

"The university [Office of Judicial Affairs] will address all alleged violations of the Statement of Student responsibilities."

Late arrivals and/or early departures may result in my referring chronic violators to the Coordinator of Judicial Affairs for consideration of the action. Catching up on sleep, using a cell phone or other electronic communication device, chatting about non-class business, reading The Reporter or doing other non-class business during class time is disruptive to others, as is packing up your notebook and standing up to put on your coat before class is over. Such activity will not be tolerated and may result in violators being asked to leave the classroom as well as a reduction of up to one letter in the final grade\*, along with university sanctions that, in some cases, can result in probation or even suspension.

**GRADING**

Grading is done solely in my judgment, based on my professional standards and requirements. Course grades will be based on the following components:

<b>Component</b>	<b>Value (%)</b>
Exam No. 1	20*
Exam No. 2	30*
Reaction papers*	40*
Participation	10*
<b>TOTAL</b>	<b>100*</b>

\*Along with possibly turning the student over to Judicial Affairs for formal sanctions, I reserve the right to reduce the final grade by up to one full letter for students who make a habit of coming to class late and/or leaving class before class is officially dismissed or who insist on talking, whispering or otherwise disrupting class. Students should conduct themselves in a professional, courteous, adult manner.

Letter grades will be determined on a percentage basis: 90% or more = A; 80-89.9% = B; 70-79.9% = C; 60-69.9% = D; 59.9% or lower = F. Please be aware that these are exact numbers, not approximate ones. Any grade below 90.0% will not earn an A, even if the A is missed by only one question on one test. The same applies to B, C, etc. Work as hard as needed to earn the grade you want. Grading errors will be corrected, but grades are not negotiable.

**EXTRA CREDIT:** No extra credit is available in the course. Spend your time instead on doing well on the required work -- coming to class, taking notes, studying for the tests.

**INCOMPLETE:** This is not a grade. It is used only under extraordinary circumstances and is resolved entirely in my judgment as to whether circumstances beyond the student's control have prevented the satisfactory completion of a specific course requirement. In other respects, the student must have done passing work for the course. Students must present requests for INC in writing to me before the last regular meeting of the class.

### **THE EXAMS**

Two objective-question tests will be given covering one segment of the course as indicated on the schedule of class meetings and assignments. All material presented in class in any form -- lecture, discussion, video, etc. -- is "eligible" for inclusion on the tests. Students are expected to take both examinations as scheduled. Exceptions to that rule will be made only under extraordinary circumstances, only at my discretion and only with my advance approval. **Important note:** If you think you have a valid reason for missing an exam, you must notify me in writing before the exam is given, with a reason I consider acceptable, or you will not be permitted to take the exam for full credit or, at my discretion, perhaps not at all. Makeup exams may take an alternate form, such as an essay. You may be asked to verify the reason for your absence. If you miss an exam without notifying me in advance, I reserve the right to either deny permission for you to take the exam or to reduce your grade on the exam, regardless of the reason for your absence on exam day; the minimum penalty you should expect is a 10 percent reduction of that exam score. In no case -- either excused or unexcused absence -- may a makeup exam be taken more than one week beyond the scheduled exam date unless acceptable formal documentation explaining the absence is provided (e.g., written physician's explanation). The third exam will not be given early for any reason. If your work or vacation schedule will not allow you to be present June 20 to take the exam, please drop the course now.

### **REACTION PAPERS**

Each student will prepare four reaction papers from the options listed in the class manual and turn them in by the deadlines listed in the syllabus. Papers turned in after the deadline will have their grade reduced by a minimum of one letter, depending on the severity of the tardiness. Details about the papers are found in the class manual.

### **TEXTBOOK AND OTHER MATERIALS**

No formal textbook is required -- which means regular class attendance is vital!

Required:

- A packet of audiovisual questions and other pertinent material. Buy it at the Wissink copy shop.
- A No. 2 pencil for test days.

### **AUDIOVISUAL MATERIALS AND CLASS NOTES**

This course uses many videos. **I cannot lend any of these videos to anyone who misses class, even if the absence is for the best of reasons.** The library will have some of the materials, but many will not be available outside of class. Also, I use "key points" on a document camera to guide you through lectures. **I cannot provide copies of these key points or give access to them outside of class.** If you think you will miss class during the course, please be sure you have a "buddy system" worked out in advance so you can acquire the missed material from a classmate. I cannot make exceptions to these rules, because to do so for one student means I would be ethically (and perhaps legally) bound to do so for all others.

**SCHEDULE**

The following schedule is subject to change as circumstances dictate. I'll let you know about changes as far in advance as possible. You are responsible for staying aware of the schedule; please be fully prepared for each day's work by having read the question lists for the scheduled audiovisuals. **BRING A NO. 2 PENCIL ON EXAM DAYS.**

(Graded work is shown in **boldface**)

**Part 1: Media as an Educator**

- May 23: Introduction to the course; "Parent's License"
- May 24: "Teach the Children"
- May 25: Books/book issues
- May 26: "Books Under Fire"

**Part 2: Media as an Image-maker**

- May 30: No class: Memorial Day
- May 31: "Mickey Mouse Monopoly"
- June 1: "What a Girl Wants"
- June 2: "Tough Guise"; **First mini-paper due**
  
- June 6: "Merchants of Cool"
- June 7: **Test over first two parts of course**

**Part 3: Media as a Marketer**

- June 8 "Buy Me That, Too!"
- June 9: "Captive Audience"; **Second mini-paper due**

**Part 4: Media as an Entertainer**

- June 13: "Spin the Bottle"
- June 14: "Dreamworlds 2"
- June 15: "Game Over"
- June 16: Cartoons; **Third mini-paper due**

**Part 5: Media as a Messenger of Violence**

- June 20: Children and violence lecture
- June 21: "The Killing Screens"
- June 22: "Beyond Good and Evil"
- June 23: **Test over last three parts of course; Fourth mini-paper due**



**Every attempt will be made to accommodate qualified students with disabilities.** If you are a student with a documented disability, please see the instructor as early in the course as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).