



Curriculum Proposal

Not Recommended by Gen Ed.

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 #	343
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Mass Communications	<input type="checkbox"/>	Graduate	Academic Year	06-07
Program:			CIP #	(For Office Use Only)	
Type of Change	GEN. ED./CULTURAL DIVERSITY PROPOSALS		Course Designator		
Proposed:	New General Education Course		and Number	Number of Credits	
Title Current:	Mass Media and Children		MASS 112	two (02)	
Title Proposed:	Mass Media and Children (no change)				
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:
No change in credits, name, content or description. Just want to add to general education.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
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		

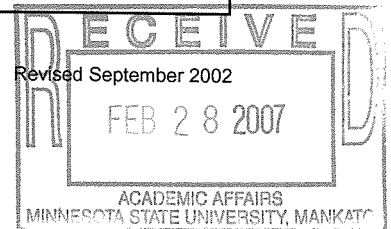
For Writing Intensive Courses, attach a description of the kind and quantity of writing.
For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
a. Syllabus or course outline. **SEE ATTACHED.**
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 type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

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.





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department		
<input checked="" type="checkbox"/> Recommended (Category/ies <u>5</u>)	<u>Jane McConnell</u>	<u>12-12-06</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Department Chair	Date
Comments:		
College Curriculum Committee		
<input checked="" type="checkbox"/> Recommended (Category/ies <u>5</u>)	<u>Krist P. Munn</u>	<u>2/27/07</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Committee Chair	Date
Comments:		
College Dean		
<input checked="" type="checkbox"/> Recommended (Category/ies _____)	<u>Parley</u>	<u>02/28/07</u>
<input type="checkbox"/> Not Recommended (Category/ies _____)	Dean	Date
Comments:		
General Education Subcommittee		
<input type="checkbox"/> Recommended (Category/ies _____)	<u>Ronald A. Ashburn</u>	<u>3/8/07</u>
<input checked="" type="checkbox"/> Not Recommended (Category/ies _____)	General Education Subcommittee Chair	Date
Comments:		
Undergraduate Curriculum and Academic Policy Committee		
<input type="checkbox"/> Recommended (Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended (Category/ies _____)	UCAP Faculty Chair	Date
Comments:		
Faculty Association Graduate Committee		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Faculty Association Graduate Chair	Date
Comments:		
Graduate Dean		
<input type="checkbox"/> Recommended	_____	_____
<input type="checkbox"/> Not Recommended	Graduate Dean	Date
Comments:		
Academic Affairs Council		
<input type="checkbox"/> Recommended (Category/ies _____)	_____	_____
<input type="checkbox"/> Not Recommended (Category/ies _____)	Assistant Vice President	Date
Comments:		
Senior Vice President and Vice President for Academic Affairs		
<input type="checkbox"/> Approved (Category/ies _____)	_____	_____
<input type="checkbox"/> 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 general-education course will expose students to 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.

A. Syllabus

See attached syllabus from “test run” of course as special topics course in summer 2006.

B. Student Learning Outcomes

This course will allow students to meet Category 5 learning outcomes as follows:

Cat. 5 outcome (a): Students will be able to employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

Course contribution to this outcome: Students will 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).

Cat. 5 outcome (b): Students will be able to examine social institutions and processes across a range of historical periods and cultures.

Course contribution to this outcome: Students will examine the impact of mass media on children in earlier times and today (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 information and culture via TV and Internet).

Cat. 5 outcome (c): Students will be able to use and critique alternative explanatory systems or theories.

Course contribution to this outcome: Students will 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).

Cat. 5 outcome (d): Students will be able to develop and communicate alternative explanations or solutions for contemporary social issues.

Course contribution to this outcome: Students will 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).

C. Strategies to Assess Learning Outcomes

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

- An ungraded start-of-course and end-of-course “mini-essay” in which students briefly discuss their general ideas about the impact of mass media on children. The start and end essays will be compared to help gauge the degree of student growth and learning that occurs in the course.
- 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.

PLEASE NOTE

MASS 112 as envisioned and proposed here will be best taught as a 2-credit class, which some may see as an odd gen-ed configuration. While most general-education courses are (in theory) supposed to be 3-credit classes, many gen-eds are, in fact, 4-credit classes. Particularly relevant to the MASS 112 proposal for Category 5 is the presence of many history courses that carry 4 credits. Thus, allowing MASS 112 as a 2-credit class will not only best suit it pedagogically, but also it may allow students who select a 4-credit history class to stay within the minimum credits required in Category 5 if they wish to do so.

MASS MEDIA AND CHILDREN (MC290-01; 2 cr), SUMMER 2006

Class time/place: 11 a.m.-12:30 a.m. MonTuesWedThur in 234 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 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 second 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. (The course has been approved as a regular mass communications course and will be listed in the future as MASS 112: Mass Media and Children.)

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.

GRADING

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

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

* 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).

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 elsewhere 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 22: Introduction to the course; "Parent's License"

May 23: "Teach the Children"

May 24: Books/book issues

May 25: "Books Under Fire"

Part 2: Media as an Image-maker

May 29: No class: Memorial Day

May 30: "Mickey Mouse Monopoly"

May 31: "What a Girl Wants"

June 1: "Tough Guise"; **First mini-paper due**

June 5: "Merchants of Cool"
June 6: **Test over first two parts of course**

Part 3: Media as a Marketer

June 7 "Buy Me That, Too!"
June 8: "Captive Audience"; **Second mini-paper due**

Part 4: Media as an Entertainer

June 12: "Spin the Bottle"
June 13: "Dreamworlds 2"
June 14: "Game Over"
June 15: Cartoons; **Third mini-paper due**

Part 5: Media as a Messenger of Violence

June 19: Children and violence lecture
June 20: "The Killing Screens"
June 21: "Beyond Good and Evil"
June 22: **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).



About your instructor: I have a bachelor's degree in Technical Journalism from Iowa State University, a master's degree in Journalism and Mass Communications from Iowa State University, and a Ph.D. in Mass Communications from the University of Wisconsin-Madison. I spent a total of 15 years in daily newspaper work at the Fort Dodge (IA) Messenger and Waterloo (IA) Courier -- two years as a general-assignment reporter/photographer and 13 years as a front-page editor and graphic designer. Early in my career, I worked PR part-time for about two years. In 2001, I spent several months as a reporter/photographer for three weekly newspapers while on sabbatical. I am in my 22nd year at Minnesota State University, 10 of which I served as department chair. I left my chair duties to return to full-time teaching and to become director of the university's Open Studies program. The courses I have taught at MSU have included Intro to Mass Comm, Media Writing I, Media Writing II, Editorial Process, Specialized Writing, Publications Layout, Advanced Reporting, Magazine Article Marketing, Magazine Article Writing, Mass Media and Children, Survey Research, and Media Job Searches. My published work includes articles and photos in traditional daily and weekly newspapers, in specialized publications and in scholarly journals. I have also published seven chapters in three books about corporate magazines, regional-interest magazines and media coverage of AIDS. I have two adult children and four grandchildren, all of whom I have allowed to watch too much TV.