

New Course Proposal

Prepare course proposal in accordance with the guidelines below and the format shown on the following pages.

COURSE PROPOSAL NUMBER: 22-23-10

REVISION (label Revision #1, #2, etc.): Click or tap here to enter text.

SECTION 1: PROPOSAL INFORMATION

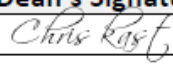
Name:	Aimee L. Richards
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College:	College of Liberal Arts
Department:	Communication
Program Level:	Undergraduate
Date Originally Submitted: 9/30/2022	Click or tap to enter a date.
Implementation Date Requested: 2022-2023	7/1/2023

APPROVAL

The Deans of the affected colleges must sign below to indicate their notification and departmental support of this new course proposal. Should this new course affect any other department or program in another college, a memo must be sent to the Dean of each college impacted and a copy of the letters(s) of support must be included with this proposal.

By signing below, you are indicating your college and department(s)'s approval of this proposal.

College	Dean's Signature
cola	
	SignNow e-signature ID: e8fcfa08ec... 11/08/2022 12:35:07 UTC

ADDITIONAL COMMENTS:

New Course Proposal

SECTION 2: COURSE CATALOG INFORMATION

1. Course Subject Prefix and number (e.g., ENGL 1101): Course number/prefix combinations may be used only once, and <u>may not be recycled</u> ; please check with the Registrar's Office to get a list of available, valid course numbers.	COMM 3000
2. Course Title: The title of the course as it will appear in the course catalog.	Communication Perspectives of Popular Culture
3. Number of Credit Hours: Indicate the total number of credit hours for the course. If you are proposing a course with variable credit options, explain that here.	3
4. Repeatability (number of repeat credit hours): Students can repeat the course for credit.	n/a
5. Course Prerequisites: Include subject prefix and course number. List only immediate prerequisites (not prerequisites for other prerequisite courses).	none
6. Course Co-requisites: Include subject prefix and course number.	none
7. Course Cross-listings (e.g., PSYC 2230 and SOCY 2230)	none
8. Course Restrictions (e.g., Seniors only)	none
9. Grade Type: Indicate whether students will be assigned a standard A-F final grade, a Pass/Fail (P/F) grade, or No Grade (NG).	A-F
10. Requirements: Will the course be a required or elective course? What course requirements will this course satisfy? Indicate specific major, minor, or College/Department requirement(s).	Communication degree major requirement
11. Course Terms: In what semester(s) will the course be offered? (e.g., Fall only, Summer)	Fall only
12. Writing Intensive: Does this course fulfill the Writing Intensive major requirement?	No
13. Core Curriculum: Will the course be reviewed and considered as a University Core Curriculum course offering? If yes, you will need to submit a separate Core Curriculum application to the General Studies Committee.	No

SECTION 3: CURRICULUM-BASED RATIONALE

What is the reason for developing the proposed course? Explain how the course fits into the curriculum. For example, is it a required or elective course for any specific program (if so, which one)? Which students will be taking this course? If there are already similar courses offered, explain why the needs of the program cannot be satisfied by an existing course. The curriculum-based rationale should be brief and to the point.

As the Communication degree program moves more into the realm of media, it is important to study popular culture as a means to understand mass communication, the application of communication research and theory and microcultural and cocultural communication as they apply specifically to media and communication consumerism.

This course will be required in the Communication degree program and will also be available (and beneficial) to all other majors without prerequisite.

SECTION 4: ATTACH THE FOLLOWING SYLLABUS COMPONENTS:

Catalog Course Description: Include a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.

This course provides students the opportunity to critically analyze popular culture from a communication theory perspective. The production and consumption of popular culture (such as television, movies, music, popular books and magazines, sports, holidays, festivals, and folklore) will be explored including how it shapes and reflects cultural values, norms, roles, practices and institutions. A range of methodological and theoretical approaches will be used to examine and analyze the producers, audiences and meanings of popular culture in communication contexts.

Course Learning Outcomes: These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."

Outcome 1-Define, compare and contrast various categories of culture including: pop, high culture, elite, mass, low, micro and counter

Outcome 2-Identify and describe different types of norms operative in popular culture and how these are related to the process of individual and societal development

Outcome 3-Employ methodologies from communication and the social sciences to analyze how popular culture shapes the attitudes, beliefs and behavior of the larger American society

Assessment: Describe generally how students' achievement of the course learning outcomes will be assessed.

Content will be organized into units. Each unit will have 1-2 projects, a discussion and a quiz. The Course outline indicates which assessment maps to each course and unit level outcome.

Course Outline: Attach a course content outline consisting of at least two levels.

I. Unit 1: What's It All About?

A. Unit Outcomes

1. define and describe the primary terms associated with pop culture
2. identify and describe the collective nature and social context of pop culture

B. Unit Activities

1. Project: Defining Pop Culture
2. Discussion: The Social Context of Pop Culture
3. Quiz

II. Unit 2: The Pop Culture Machine

A. Unit Outcomes

1. Describe rituals of solidarity and social cohesion in popular culture
2. describe rituals of rebellion in popular culture

B. Unit Activities

1. Project: Tribal and Other Rituals as Pop Culture
2. Discussion: Rituals of Rebellion as Acts of Restoration
3. Quiz

III. Unit 3: Communication Interaction

A. Unit Outcomes

1. identify and define elements of the power of the media and culture industry
2. identify and describe how the media and culture reinforce dominant stereotypes in society

- B. Unit Activities
 - 1. Project: Minorities and Media
 - 2. Discussion: Brands Matter
 - 3. Quiz

IV. Unit 4: Finding Meaning

- A. Unit Outcomes
 - 1. define the interaction approach and describe its role in popular culture
 - 2. define the reflection theory of culture and describe its role in popular culture

- B. Unit Activities
 - 1. Project: Pop go The Symbols
 - 2. Discussion: Culture, Creativity and Collaboration
 - 3. Quiz

V. Unit 5: Communication, Media and Industry

- A. Unit Outcomes
 - 1. describe the organization of the media industries

- B. Unit Activities
 - 1. Project: Gatekeepers
 - 2. Discussion: Blockbusters
 - 3. Quiz

VI. Unit 6: Material World

- A. Unit Outcomes
 - 1. define class cultures in American and describe their relationship with pop culture

- B. Unit Activities
 - 1. Project: Rap as an Agent of Opposition
 - 2. Discussion: What is at Stake?
 - 3. Quiz

VII. Unit 7: Uptown Funk

- A. Unit Outcomes
 - 1. identify markers in the changing significance of popular culture
 - 2. describe elements of pop culture in the landscape of urban entertainment

- B. Unit Activities
 - 1. Project: Trends in Consumption
 - 2. Discussion: Urban entertainment
 - 3. Quiz

Curriculum Alignment Map

COURSE OUTCOME	UNIT OUTCOME	ASSESSED ACTIVITY
<p><i>Outcome 1-Define, compare and contrast various categories of culture including: pop, high culture, elite, mass, low, micro and counter</i></p>	<p><i>Unit 1 Outcome 1 define and describe the primary terms associated with pop culture</i></p>	<p>Unit 1 Project: Defining Pop Culture Unit 1 Quiz</p>
	<p><i>Unit 3 Outcome 1 identify and define elements of the power of the media and culture industry</i></p>	<p>Unit 3 Project: Minorities and Media Unit 3 Quiz</p>
	<p><i>Unit 6 Outcome1 define class cultures in American and describe their relationship with pop culture</i></p>	<p>Unit 6 Project-Rap as an agent of opposition Unit 6 Quiz Unit 6 Discussion-What is at Stake?</p>
<p><i>Outcome 2-Identify and describe different types of norms operative in popular culture and how these are related to the process of individual and societal development</i></p>	<p><i>Unit 1 Outcome 2 Identify and describe the collective nature and social context of pop culture</i></p>	<p>Unit 1 Discussion-The Social Context of Pop Culture Unit 1 Quiz</p>
	<p><i>Unit 3 Outcome1 Identify and define elements of the power of the media and culture industry</i></p>	<p>Unit 3 Project: Minorities and Media Unit 3 Quiz</p>
	<p><i>Unit 4 Outcome 1 define the interaction approach and describe its role in popular culture</i></p>	<p>Unit 4 Project-Pop Go the Symbols Unit 4 Quiz Unit 4 Discussion-Culture Creativity and Collaboration</p>
	<p><i>Unit 5 Outcome 1 describe the organization of the media industries</i></p>	<p>Unit 5 Project-Gatekeepers Unit 5 Quiz Unit 5 Discussion-Blockbusters</p>
	<p><i>Unit 6 Outcome 1 define class cultures in American and describe their relationship with pop culture</i></p>	<p>Unit 6 Project-Rap as an agent of opposition Unit 6 Quiz Unit 6 Discussion-What is at Stake?</p>
	<p><i>Unit 7 Outcome 1 identify markers in the changing significance of popular culture</i></p>	<p>Unit 7 Project-Trends in Consumption Unit 7 Quiz</p>
	<p><i>Unit 7 Outcome 2 identify markers in the changing significance of popular culture</i></p>	<p>Unit 7 Project-Trends in Consumption Unit 7 Quiz</p>
<p><i>Outcome 3-Employ methodologies from communication and the social sciences to analyze how popular culture shapes the attitudes, beliefs and</i></p>	<p><i>Unit 2 Outcome 1 describe rituals of solidarity and social cohesion in popular culture</i></p>	<p>Unit 2 Project-Tribal and Other Rituals as Pop Culture Unit 2 Quiz</p>
	<p><i>Unit 2 Outcome 2 describe rituals of rebellion in popular culture</i></p>	<p>Unit 2 Project-Tribal and Other Rituals as Pop Culture</p>

<i>behavior of the larger American society</i>		Unit 2 Quiz Unit 2 Discussion-Rituals of Rebellion as Acts of Restoration
	<i>Unit 3 Outcome 2 Identify and describe how the media and culture reinforce dominant stereotypes in society</i>	Unit 3 Project: Minorities and Media Unit 3 Quiz Unit 3 Discussion-Brands Matter
	<i>Unit 4 Outcome 2 define the reflection theory of culture and describe its role in popular culture</i>	Unit 4 Quiz Unit 4 Discussion-Cultural Creativity and Collaboration
	<i>Unit 7 Outcome 1 identify markers in the changing significance of popular culture</i>	Unit 7 Project-Trends in Consumption Unit 7 Quiz
	<i>Unit 7 Outcome 2 describe elements of pop culture in the landscape of urban entertainment</i>	Unit 7 Quiz Unit 7 Discussion-Urban Entertainment