

COMM 150 Media Aesthetics-CrsRvs-2019-01-18

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	James S. Lenze	Proposer Email*	jlenze@iup.edu
Contact Person*	James S. Lenze	Contact Email*	jlenze@iup.edu
Proposing Department/Unit*	Communications Media	Contact Phone*	724-357-2492

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A: catalog_desc_change course_title_change	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)
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<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>Originally, the course focused on two areas: Media Aesthetics and Media Theory. The course is being revised to look solely at Media Aesthetics.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course previously attempted to discuss media aesthetics and media theory as two parts of one concept. In fact, media aesthetics focuses more on the discipline of observable characteristics and qualities of media as opposed to media theory which is a system of ideas intended to explain how media works within society. The course will now focus solely on Media Aesthetics. Instead of being a broadly based discussion course, it will now function as an introduction to media production with emphasis on pre-production decisions in the development of media.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>There is no change to the delivery or any implications for the program or other programs at the university.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	COMM
Proposed Prefix	COMM
(E) Current Number*	150
Proposed Number	150
(F) Current Course Title*	Aesthetics and Theory of Communications Media
Proposed Course Title	Media Aesthetics
(G) Prerequisite (s)	Prerequisite or Corequisite: COMM 101 or JRNL 105
Proposed Prerequisite (s)	Prerequisite or Corequisite: COMM 101 or JRNL 105
(H) Current Catalog Description	Examines the theoretical assumptions of sight, sound, and motion as applied to the design of communication products for different media formats. Demonstrates strategies for creative composition. Discusses the psychological and physiological implications of images.
Proposed Catalog Description	Examines the aesthetics of sight, sound, motion, and light on the pre-production, production, and post-production of a variety of media formats. Emphasizes the use of media aesthetics to tell stories.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	

<p>(I) Repeatable Course</p> <p>This is for a course that can be repeated</p> <p>Multiple times e.g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																		
<p>Proposed Repeatable Course</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																		
<p>(J) Number of Credits</p>	<p>Class Hours per week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>																		
<p>Proposed Number of Credits</p>	<p>Class Hours:3Lab Hours:Credits:3</p>																		
<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. Investigate and analyze the theoretical principles, review classical or contemporary examples, and explore future possibilities in visual and aural expression; 2. Obtain a basic understanding of related terminology (nomenclature) both applied and theoretical; 3. Understand the basic principles of perception, memory, concept learning, motivation, attitude change and other attributes as related to mediated materials production; 4. Experience and analyze exemplary visual and aural products, understanding the forces which bring about the needs for these products and the impact the products obtain; 5. Gain knowledge and understanding of the key concepts on aesthetics and communication theory from the course text and class discussions. 																		
<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="289 1203 1484 1703"> <thead> <tr> <th data-bbox="289 1203 378 1283">SLO #</th> <th data-bbox="378 1203 930 1283">Outcome</th> <th data-bbox="930 1203 1484 1283">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="289 1283 378 1371">1</td> <td data-bbox="378 1283 930 1371">Write a script that enhances a short story with a description of the action that applies principles of site, sound, and motion.</td> <td data-bbox="930 1283 1484 1371">Given a genre, target audience, and time limitations, students will write a script for a short film.</td> </tr> <tr> <td data-bbox="289 1371 378 1459">2</td> <td data-bbox="378 1371 930 1459">Develop storyboards and shot lists from a revised script demonstrating a plan to generate and capture elements of sight, sound, and motion within the production.</td> <td data-bbox="930 1371 1484 1459">Students will plan a media production, including storyboards and a shot list, that will ensure that media aesthetics are captured.</td> </tr> <tr> <td data-bbox="289 1459 378 1547">3</td> <td data-bbox="378 1459 930 1547">Record video and audio, based on a pre-production plan, demonstrating the ability to accurately capture elements of sight, sound, and motion.</td> <td data-bbox="930 1459 1484 1547">Students will schedule talent, location, crew, and equipment to produce a short film based on a pre-production that accurately applies elements of media aesthetics.</td> </tr> <tr> <td data-bbox="289 1547 378 1635">4</td> <td data-bbox="378 1547 930 1635">Edit a video using the concepts of story structure and continuity.</td> <td data-bbox="930 1547 1484 1635">Students will use editing software and their knowledge of media aesthetics and continuity editing to create a short film.</td> </tr> <tr> <td data-bbox="289 1635 378 1703">5</td> <td data-bbox="378 1635 930 1703">Revise media to enhance story, sight, sound, and motion.</td> <td data-bbox="930 1635 1484 1703">Students will use a test screening to identify problems and opportunities within a media production and revise accordingly.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Write a script that enhances a short story with a description of the action that applies principles of site, sound, and motion.	Given a genre, target audience, and time limitations, students will write a script for a short film.	2	Develop storyboards and shot lists from a revised script demonstrating a plan to generate and capture elements of sight, sound, and motion within the production.	Students will plan a media production, including storyboards and a shot list, that will ensure that media aesthetics are captured.	3	Record video and audio, based on a pre-production plan, demonstrating the ability to accurately capture elements of sight, sound, and motion.	Students will schedule talent, location, crew, and equipment to produce a short film based on a pre-production that accurately applies elements of media aesthetics.	4	Edit a video using the concepts of story structure and continuity.	Students will use editing software and their knowledge of media aesthetics and continuity editing to create a short film.	5	Revise media to enhance story, sight, sound, and motion.	Students will use a test screening to identify problems and opportunities within a media production and revise accordingly.
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<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week 1: Syllabus, Intro to D2L; Story Writing: Freytag's Plot Pyramid</p> <p>Week 2: Copyright; Making Groups Work; Scriptwriting; Think Like a Director</p> <p>Week 3: Alignment, Proximity, Contrast, Repetition; Quiz 1</p> <p>Week 4: Content and Preproduction;</p> <p>Week 5: Composing the Frame; Reproducing the Frame; Depth and Movement in the Frame</p> <p>Week 6: Preparation</p> <p>Week 7: Setting the Stage; Quiz 2</p> <p>Week 8: Light & Sound</p> <p>Week 9: Sound and Image</p> <p>Week 10: Time; How to Shoot Video Parts 1 & 2; Quiz 3</p> <p>Week 11: The Theory of Linear Structure</p> <p>Week 12: The Practice of Linear Structure</p> <p>Week 13: Nonlinear Structure</p> <p>Week 14: After the Shoot; Quiz 4</p> <p>Week 15: Project Reviews</p> <p>Week 16: Submit Final Project</p>
<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week 1: Story Writing: Freytag's Plot Pyramid</p> <p>Week 2: Copyright</p> <p>Week 3: Scriptwriting</p> <p>Week 4: Thinking Like a Director / Alignment, Proximity, Contrast, Repetition</p> <p>Week 5: Content and Pre-Production</p> <p>Week 6: Composing the Frame</p> <p>Week 7: Reproducing the Frame</p> <p>Week 8: Depth and Movement in the Frame</p> <p>Week 9: Preparation</p> <p>Week 10: Setting the Stage</p> <p>Week 11: Light and Sound</p> <p>Week 12: Sound and Image</p> <p>Week 13: Time</p> <p>Week 14: Theory of Linear Structure</p> <p>Week 15: Nonlinear Structure</p> <p>Week 16: Testing and Revision</p>

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)																															
Learning Skills:																															
Knowledge Area:																															
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>																														
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p>																														
Map the Course Outcome to the EUSLO's	<table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across cultures & global communities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the interrelationships within and across disciplines </td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td> <ul style="list-style-type: none"> effective oral and written communication abilities </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> problem solving skills using a variety of methods and tools </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 		<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 		<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 		<ul style="list-style-type: none"> the interrelationships within and across disciplines 		Empowered Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> effective oral and written communication abilities 		<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 		<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 		<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 		<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 		<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 		<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
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	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	


<p>How will each outcome be measured (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>								
	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
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**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.
Please answer the following questions.**

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>