

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 4/2/20 Date revised 4/2/20

4. Department/discipline: Multimedia Production

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Media & Society
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: MMP 8. Course Level: 1001

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) _____

11. Catalog/Course description:

This course is a general survey of the various forms of media and how they are used in our community, Minnesota, the USA, and around the world. Students will study both the theoretical and practical applications of mass communication on television, websites, radio, blogs, newspapers, podcasts, etc. Students will gain an understanding about how media operate under various forms of ownership, different degrees of press freedom, and different levels of public participation. The legal, moral, and ethical aspects of media will be discussed with regards to four interconnected styles - journalism, public relations, marketing, and art. Indigenous issues will be interwoven into the discussion of how media can have inherent biases.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Recommended text:

Media and Society 5th Edition by Michael O'Shaughnessy (Author), Jane Stadler (Author)

The WEEK magazine

Recommended viewing:

Post-Truth Times: We the media Directed by: Héctor Carré PsyWar

Special effort will be made to include materials that focus on Indigenous issues.

14. Course Content (Provide an outline of major topics covered in course)

Different genres of mass communication including: social media, books, magazines, websites, newspapers, recording industry, film, radio, television, etc.
 “Mainstream” media outlets compared to social media.
 Compare journalism, public relations, advertising, and art
 Influence of unreliable sources on societal perspectives
 Women and minorities issues covered by the media
 Ethical responsibility of mass media
 Cultural imperialism by cultures with better access to media technology
 Future trends on how media will interact with society

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Demonstrate an understanding of how individuals and societies are affected by mass media, and what power the consumer has over these impacts.	A	1, 2
Define the meaning of media literacy and how important it is in today’s digitally connected world.	A, B	1, 5
Discern what is newsworthy, what constitutes news, and how to determine if the source is reliable and trustworthy.	A, B, D	1, 4, 7
Explain how the legal, moral, and ethical aspects of mass communication including social media can have positive and negative impacts on society.	A, C, D	1, 3, 6

Collaborate with other students to choose a media issue relevant to our society, research it, and present it to the rest of the class	C, D	4, 7
Evaluate media outlets to determine the degree of truthfulness in the information they are distributing.	B, D	3, 6

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): 9

Goal 9: Ethical and Civic Responsibility
To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of social media vs. “mainstream media”.

Students will be able to:
Examine, articulate, and apply their own ethical views and cultural perspectives to topical issues.

Understand both editorial and technical aspects of the media.
Analyze and reflect on the ethical dimensions of how the media portrays legal, social, and scientific issues.
Recognize the diversity of political motivations and interests of others.
Identify ways to make one's voice heard in order to exercise the rights and responsibilities of citizenship.

17. Are there any additional licensing/certification requirements involved?

_____ Yes No

Provide the required documentation to show course meets required licensing/certification standards.

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