

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: HUM210 – Media and Culture

Date: 9/1/16

Course/Program Team: John League

Expected Learning Outcomes: Upon completion of the course students will be able to..

Outcome 1: Understand the difference between the credibility of consumer-driven media and media created by professional journalists and writers.

Outcome 2: Create a new media presence and gain an understanding about how to use media to drive consumers to your site.

General Education outcomes:

1. Evaluate important artistic, cultural, and philosophical mechanisms of cultural transmission.
 2. Understand the impact of historical movements in and on the arts and humanities.
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Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Write an organized, coherent, fully developed essay that demonstrates a depth of understanding of at least one new media platform. This outcome will be assessed by evaluating your final research paper for these guidelines.

Evaluate a piece of writing from either literature, current events, non-fiction essays, or a college textbook for logical flaws, rhetorical purpose, organization, and evidence for claims.

Validation (What methods have you used or will you use to validate your assessment?)

- Members of the course team will meet annually (often with other faculty in humanities division) to discuss and compare outcome data in the HUM210 course. These meetings are treated as either norming sessions or informal workshops directed at improving methods of instruction.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- Assessment data is regularly collected and analyzed.
 - Compared to previous classes, the students had a higher-than-expected beginning knowledge of new media and legacy media. By the semester’s end, students understood the role of legacy media, and the rapidly shifting and expanding nature of digital media with regard to democracy, journalism and commerce. All students demonstrated an ability to build a new media presence—their weblogs were outstanding—and they recognized the strengths and shortcomings of the digital media world.

Students actively participated in discussions, challenged positions with which they did not agree, and offered insights as new media users that only they have. Classroom discussion was lively, educational and, dare I say, fun.

I have added more time on the First Amendment since many of the students in previous classes did not fully comprehend its role in free speech and a free press in the United States.

Course Outcomes:			Gen Ed Outcomes:			
	#1	#2			#1	#2
FA15	10/10	10/10			10/10	10/10
SP16	6/7	6/7			7/7	7/7

Follow-up (How have you used or how will you use the data to improve student learning?)

Budget Justification (What resources are necessary to improve student learning?)

There are no additional resources required for the course.

- Write a 4-6 page research paper analyzing a new media provider, platform or application. You’ll discuss its founders/developers, its mission, its audience, its users and how it makes (or expects to make) a profit.
- Write a 2-3 page research paper examining the impact of new media on legacy media [newspapers, broadcast television, AM and FM radio, magazines, etc.]