

Appendix to the Faculty Meeting – October 14, 2010

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Mass Communication Date: March 9, 2010

Course No. or Level: MC 240 Title: Social Media Impact on Journalism

Semester hours 3 Clock hours: Lecture 3 Laboratory _____

Prerequisites: MC 110 (Introduction to Mass Communication)

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate This course will be added to the list of optional courses for Mass
Communication majors in all tracks, except Convergence.

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Maria Lundberg,
Assistant Professor of Mass Communication

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall Semester 2011

Date of School/Department approval March 23, 2010

Catalog description:

This course will present an in-depth examination of the increasing use of social networking web sites by journalists and news organizations. The focus of the course is on analyzing how various sites, such as Facebook and Twitter, can help journalists to be more effective in communicating news and information to the general public. The study also examines potential negative effects of new media.

Purpose: 1. For Whom (generally?)

The Social Media and Journalism course is primarily designed for students majoring in the field of mass communication, encompassing all specialty tracks. However, because social media are being used in many diverse fields, this course could also benefit students in other majors such as sociology, history, political science and psychology. The course would be extremely useful for anyone involved with social networking or blogging on the Internet.

2. What should the course do for the student?

The goal of this course is to make students aware of the increasing importance of social networking sites in the field of journalism. They will examine and analyze the benefits of using the sites as well as the potential pitfalls to avoid. Media organizations worldwide are using social networking sites on a daily basis. Students who enter the industry are expected to be familiar with these sites and to know how to use them responsibly as journalists. Additionally, most knowledgeable sources indicate that this type of social networking will become more and more important in the future.

Teaching method planned:

Several different instructional methods are used in this course, including lectures, class discussions, Internet-based research activities and presentations by guest speakers. For each unit of study (see schedule in syllabus), students will complete in-depth weekly critiques and analyses. Because this is a seminar-style course, students are required to participate actively in every class discussion, perform thorough research and present oral presentations of their analyses on the topics in question. Media professionals from the local region who are using social media will be invited as guest speakers to share their experiences and insights with students.

Textbook and/or materials planned (including electronic/multimedia):

Because of the constantly changing nature of social media sites, it is extremely difficult to find a textbook that won't be outdated by the time the course is taught. Therefore, instead of using a specific text, students will use numerous online web sites to research and analyze the impact of social networking on the field of journalism, and how journalists are using the sites to disseminate news and information. Some of the web sites to be examined during the course include Facebook, Twitter, YouTube, MySpace, LinkedIn, Bing, Flickr, Blogger and Live Journal. Students will also read articles and essays from a variety of sources, including the *Columbia Journalism Review*.

This approach has worked extremely well while I have been teaching this topic during spring semester 2010 (as part of the MC 430 course: Critical Issues in Mass Communication). I am proposing to make this a separate, permanent course addition to our curriculum based on the encouragement to do so by my department chair and my students. When this topic was offered under the MC 430 course for the current semester, it filled up very quickly to maximum enrollment once pre-registration began. I even

overrode the cap to admit two additional students who wanted to take the class. Students studying the topic during this semester have displayed a sense of excitement and a high level of interest, resulting in spirited, stimulating discussions. In fact, the students who are taking the MC 430 class this semester

have strongly told me that they believe this course should be part of our permanent curriculum, and that other students would most definitely be interested in taking it.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Any college student today who wishes to enter the field of mass communication must have an understanding of how social networking sites have changed the way that consumers get their news, and more importantly, how journalists perform their jobs. Professionals in the industry say that young people entering this field must not only be aware of the influence of social media, but they also must be able to use social networking sites ethically and responsibly, as journalists. This course is designed to provide an in-depth study of this phenomenon and to understand the impact of social media on the field of journalism.

Technology is the ever-changing force that is driving the way journalists disseminate news and information in today's media industry. News organizations worldwide have discovered the benefits of using popular social networking sites such as Twitter, Facebook, You Tube and many others to get the news out more quickly and to more people. The value of these sites has been shown through coverage of major breaking news stories, such as the protests in Iran last summer after the elections, and the devastation in Haiti after the recent earthquake. Information, photographs and videos were quickly transmitted around in the world, primarily through Twitter, keeping the public updated on minute-by-minute developments as these stories unfolded.

Journalists have also discovered that these are great tools to use in connecting with their readers and viewers. They provide a way to get instant feedback from the public about their news coverage. They can solicit story ideas, or obtain photos and video from citizens in locations where there are no reporters, photographers or videographers covering a particular story. News organizations are also using social media as a way to reach a new audience – young people who aren't inclined to watch a traditional newscast on television or read a newspaper. The same sites that these young people use for socializing with friends have also become a way to make them aware of what is happening in the world.

To enable students to be fully prepared and ready for these changes in the marketplace, this course provides an in-depth examination of social media, and encourages students to engage in thoughtful, insightful discussions about the importance of using sound, journalistic techniques in covering the news, rather than letting technology determine what and how news is covered.

Some of the topics covered in the course will include:

- Who uses social networking sites and why?
- How do social networking sites impact the way the general public receives and perceives news and information?
- What are the ways in which reporters use social media to gather information, assess trends and select stories to cover?
- Why is it critical for reporters to disseminate news through social media by following basic reporting procedures?
- How much influence should the public have on what stories journalists cover?
- Can people believe and trust the information they're getting from social media?
- How do social networking tools enable instant communication that's not available through traditional methods?
- Why are mainstream news organizations such as CNN, ABC, NBC, CBS, FOX and MSNBC using social networking sites?
- As a prospective journalist, what do you need to know to be marketable?

**** A sample syllabus for the course is included with this proposal.**

MCOM 240 SYLLABUS SOCIAL MEDIA IMPACT ON JOURNALISM

Class meeting time: T TH 2:10 p.m. – 3:25 p.m., CC 116
 Professor: Maria Lundberg Phone: 843-661-1532
 Office: CEMC 111E E-mail: mlundberg@fmarion.edu
 Office Hours: MWF 10:30-11:30; T TH 10:20-11:20, 12:40-2:10;
 and by appointment

Prerequisite: Completion of MCOM 110 with a passing grade.

Required Text:

There is no required textbook for this course. Instead of using a specific text, students will use numerous online web sites to research and analyze the impact of social networking web sites and how they are used by journalists and news organizations. Some of the web sites used during the course will include Facebook, MySpace, Twitter, LinkedIn, Bing, Google, YouTube, Flickr, Blogger, and Live Journal. We will also read articles and essays from a variety of sources, including the *Columbia Journalism Review*, about the impact of using these sites to disseminate news.

**** All students must register for a Blackboard account. Assignments, announcements, reading materials and links to resources will be posted there on a regular basis.**

Course Description:

After establishing a basic level of social networking skills, students will engage in an in-depth examination of the use of social media web sites by journalists and news organizations. Students will access various social networking sites, in order to perform weekly analyses and research papers. The focus of the course is on analyzing how these various tools can help journalists to be more effective in communicating news and information to the general public.

The course also examines potential negative effects of new media. For example, some bloggers have no journalistic training, but have equal access to the public. Blog readers might not distinguish between trained journalists and bloggers who have a specific agenda to promote. For each unit of study (see weekly schedule), students will complete in-depth critiques and analyses.

Course Objectives:

The goal of this seminar-style course is to make students aware of the increasing importance of social networking sites in the field of journalism. By the completion of the course, students should have a firm understanding of how these sites help reporters and editors to communicate more effectively, and the pitfalls they should avoid.

Since media organizations nationwide are using social networking sites more and more on a daily basis, students will have the opportunity in this course to talk face-to-face with local journalists who employ these tools. An additional goal of the course is for students to gain a deeper understanding of how they can enhance their abilities as knowledgeable practitioners and consumers of media.

Methods of Instruction:

There will be a variety of instructional methods in this course including lectures, class discussions, and presentations by guest speakers. **Because of the nature of this course, students are required to participate actively in class discussions, to perform thorough research, and to present thoughtful analyses of the topics in question.**

Grading: Grades will be determined by the following breakdown:

Assignments/analyses	35%	Midterm paper	15%		
Quizzes and tests	10%	Research Paper	25%	Participation/attendance	15%

Letter grades will be determined as follows:

A	90 and above	D	60 – 69
B	80 – 89	F	below 60
C	70 – 79	I	Incomplete

Keep all graded assignments and tests so that you may compute your own grade at any time. Grade averages will be provided by the professor only for students who may be at risk of failing the course.

Attendance Policy:

Students are expected to attend every class on time. **You are allowed to have only FOUR absences during the entire semester, regardless of the reason.** For every three times that you are late to class, it equals one absence. If you have a fifth absence, you risk being withdrawn from the course. Absences due to a medical emergency, such as hospitalization, will be considered on a case-by-case basis. However, written documentation must be provided to the professor.

Please be aware that absences will definitely affect the participation portion of your final grade (15%). You cannot participate if you are absent.

***** If you are absent, you are still responsible for doing all assigned work. It must be turned in by the next scheduled class meeting. Check Blackboard for assignments.**

Course Work:

All assignments must be computer-printed in Arial 12-point font. Work will be evaluated for organization, clarity of ideas, logic flow, thoroughness and depth of thought.

As future journalists and communicators, you are held to a very high standard when it comes to the quality of your writing. Use Spell Check, Grammatik, Thesaurus, or any computer programs that will help your work to be near perfect. ***Points will be taken off for excessive spelling mistakes or incorrect grammar.***

All assignments are due on time. **Late assignments will NOT be accepted.** If quizzes or tests are missed, make-ups will not be given, unless the professor determines that there is a valid reason to do so. This may require written documentation.

All assigned reading is to be done before class begins so that all students are prepared to participate fully in discussions. You may be tested on assigned reading material without advance notice. *** **You are expected to take notes in class and are responsible for all material discussed.**

Miscellaneous Information:

- Cell phones and pagers must be turned off before entering the classroom.
- Arrive on time – attendance will be taken at the beginning of class.
- Plagiarism will not be tolerated. Any student who plagiarizes or cheats, in any form, is subject to automatic failure and immediate withdrawal from the class.
- The departmental honor code is in effect for this course. It is posted on the Mass Communication dept. website. Please read it so that you are familiar with the content.

MCOM 240 WEEKLY SCHEDULE

The schedule of weekly units may change, based on the amount of time it takes to cover each topic, or the timeliness of a relevant issue to discuss. If you miss class, check Blackboard for the most recent information on assignments and required readings.

Week 1:

Unit 1: Definition of social networking terms; list of current social networking sites that are most commonly used by journalists, such as Twitter, Facebook, MySpace, Bing, Blogger, You Tube, etc. Why are journalists using these sites?

Week 2:

Unit 2: Who uses social networking sites?
Discuss results of the 2009 RTNDA/Hofstra University Survey.

Week 3:

Unit 3: How do social networking sites impact the way the general public receives and perceives news and information?

Week 4:

Unit 4: What are the ways in which reporters are using social networking tools to gather information, assess trends and determine stories to cover?

Week 5:

Unit 5: The necessity for reporters to disseminate news through the use of social networking sites by following basic reporting procedures to verify and confirm facts, so that they are presenting bona fide news and not gossip or speculation.
Discuss the ethical aspects of using these sites, and the duty of journalists to use these tools responsibly.

Week 6:

Unit 6: Assessing what the public thinks is newsworthy and what they want to hear about. How much should this influence what is covered by journalists? Are journalists deciding what to cover? Are viewers influencing which stories get attention in the media?

Week 7:

Unit 7: Learning to distinguish between trained journalists and people who are reporting news, but who may not have the news judgment to present stories accurately and fairly.
The credibility factor: can people believe and trust the information they're getting? Could social networking sites alter or distort the significance of certain stories or events?

Week 8:

Midterm Paper Due – Discuss Findings and Analyses

Final Research Paper Assigned: Discuss requirements and possible topics for your required 10-page research paper. This paper will take the place of a final exam and counts for 25% of your final grade. It must be typed in 12-point Arial font and written using MLA style. The final page must list all sources of information used in researching and writing the paper. No late papers will be

accepted after the due date. This paper must be your original work. Plagiarism in any amount will result in an automatic zero on the paper, and possible failure in the course.

Week 9:

Unit 8: The interactive aspects of using social networking sites. They give immediate feedback from readers/viewers, suggestions for stories, opinions about controversial issues, details about breaking news.

Week 10:

FALL BREAK

Breaking News Assignment – current topic that week and how it is being covered by various news organizations through the use of social media

Week 11:

Unit 9: How social networking tools enable instant communication that might not be available through traditional methods. Examples: Reports of violence in Iran through Twitter; Minute-by-minute reports from people in a hurricane; Instant feedback from voters during election results coverage.

Week 12:

Unit 10: Why mainstream journalists and news organizations such as CNN, ABC, CBS, NBC, MSNBC, and FOX are using social networking sites. What's in it for them?

Week 13:

Unit 11: The evolution of news reporting for prospective media employees. What do you need to know?

Week 14:

****** RESEARCH PAPER DUE**

Guest Speaker

Week 15:

Discuss Research papers
Course Summary Analyses

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION
OF AN EXISTING COURSE

Department/School: Business

Date: April 6, 2010

Course No or level: 305

Title: Applied Statistics for Business and
Economics

Semester Hours: 3 Clock Hours: Lecture: 3 Laboratory:

Prerequisites: MATH 134

Enrollment expectation: 100

Indicate any course for which this course is (an) addition. This course will added to the list of required courses for all majors in the Bachelor of Business Administration. (The proposed new course replaces a deleted course [Bus 205] as a program requirement.)

Name of the person preparing course description Hari K Rajagopalan, Assistant Professor of Management

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School approval: April 7, 2010

Catalog Description: Covers basic probability distributions including binomial, normal, uniform and exponential, confidence intervals, tests of hypothesis, chi-square and simple linear regression.

Purpose: 1. For Whom (generally)

This course is designed for all business students to foster students understanding of statistical tools and techniques to analyze data to solve business problems.

2. What should the course do for the student?

Students will learn and put into practice skills and techniques to understand and analyze data with different statistical techniques.

Teaching method planned:

This course is lecture based. Apart from lectures students will be provided with a significant number of example problem solutions, example projects, text materials, etc. from which they are expected to learn.

Textbook and/or material planned (including electronic/multimedia):

Textbook: Statistics for Business and Economics by Anderson, Sweeney and Williams, 11 edition, Cengage Publishers

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course)

Some of the topics covered in the course will include

Review of Probability Distributions

Central Limit Theorem

Sampling

Confidence Intervals

One Sample Hypothesis Testing

Two Sample Hypothesis Testing

Chi Square

ANOVA

Regression

Course Syllabus – Spring Semester
BUS 305: Applied Statistics for Economics and Business

Professor: Dr. Hari Rajagopalan Phone: 843-661-1501
 Office: Founders Hall 270 Email: hrajagopalan@fmarion.edu
 Course Days: T,TH
 Prerequisites: MATH 134

Required Text:

Statistics for Business and Economics by Anderson, Sweeney and Williams, 11 edition, Cengage Publishers.

Course Description:

Covers basic probability distributions including binomial, normal, uniform and exponential, confidence intervals, tests of hypothesis, chi-square and simple linear regression.

Course Objectives

- 1) To teach students when and what statistical tests to use and be able to explain the results
- 2) Improve problem solving skills of students

Method of Instruction

The course is a series of lectures with student's participation. Major emphasis is on the student's understanding the statistical tests. Learning will be maximized via instructor/student/student group interactions.

Grading

Three Exams	60%
Cumulative Final	40%

Letter grades will be computed according to this scale

A	90 and above	D	60-69
B	80-89	F	Below 60
C	70-79		

Attendance Policy

Students are expected to attend every class on time. You are allowed only four absences during the entire semester regardless of the reason. If you exceed that number you will be withdrawn from the course. If you are absent you are still responsible for doing all assigned work.

Course Work Policy

This course simulates a realistic work environment which a student might find himself or herself to be in. Therefore all assignments and project submissions are due on time, just as they are in the workplace. Late assignments will not be accepted under any circumstance. There are no make up exams, if you miss an exam a zero will be assigned as your grade for that exam. Your final exam is comprehensive and compulsory. If your final exam grade is higher than one of your previous exams, then I will drop the previous exam grade and count your final twice. All assigned readings is to be completed before class begins. Quizzes or exams may be given on reading assignments, with advance notice. Take notes in class.

Academic Honesty

Cheating devalues the degrees of all graduates of our programs and creates an atmosphere in which the most devious rather than the most worthy are rewarded. This is not the kind of society we should be striving to create for ourselves.

If you are in doubt about an action, don't assume, ask me. What I expect from you:

- Honesty in your own affairs.
- I expect you to let me know if someone else is cheating. You can do so anonymously if you want. Be as specific as possible. Give me as much evidence as you can as soon as possible. Don't tell me after grades have been posted that someone cheated last week because, by then, it will be too late for me to investigate.

An accusation by a student is not a conviction. If an accusation is made, I will conduct my own investigation and decide whether cheating has occurred and whether there is enough evidence to prove it. My standard of evidence is high. If I believe cheating has occurred, I will follow FMU procedures for giving a fair hearing.

Some things are specifically forbidden in this course.

- **While Taking Tests:** Using unauthorized materials including books or notes. **Communicating with someone during the test including answering a cell phone call or a page.** Looking on another student's test or material.

A person whom it is determined has cheated will receive an F in the course in addition to whatever other punishments the university considers appropriate. This might seem "harsh". However, cheating is a serious offense because it undermines the value of everything we strive to accomplish at Francis Marion University. We demonstrate the magnitude of the offense with the magnitude of the consequences.

Miscellaneous Information

1. Participation is encouraged, but please do not cross the line to "disruptive." Use appropriate language and avoid talking among yourselves.
2. Please arrive on time. Late arrivals count as absences. You may find that the door is locked if you arrive late. If this happens, please do not further disrupt the class by knocking on the door.
3. You are expected to stay for the entire class period, if you need to leave the class you will need to inform me about it and get permission.
4. It is your responsibility to obtain information, assignments, and changes to the syllabus if you do not attend class.
5. The syllabus is subject to change.
6. Silence your cell phones and other electronic devices. You may not use them at any time during class. Using a cell phone for any purpose will result in you being asked to leave for the class period and you will not get attendance for that class period.

Weekly Class Schedule

Week 1	Review of Basic Probability/Pre-test
Week 2	Sampling and Confidence Intervals
Week 3	Sampling and Confidence Intervals
Week 4	One Sample Hypothesis testing
Week 5	One Sample Hypothesis Testing
Week 6	Exam 1

Week 7 Two Sample Hypothesis Testing
Week 8 Two Sample Hypothesis Testing
Week 9 Chi Square
Week 10 Exam 2
Week 11 ANOVA
Week 12 ANOVA/Regression
Week 13 Regression
Week 14 Exam 3
Week 15 Final Exam

AAC Response to General Education Assessment

STATEMENT FROM THE ACADEMIC AFFAIRS COMMITTEE ON THE 2009-2010 GENERAL EDUCATION REPORT THURSDAY, April 22, 2010

The Francis Marion University Academic Affairs Committee met on Thursday, April 8, 2010 with the charge to review the 2008-2009 General Education Report and to “identify issues of concern regarding the General Education program and propose recommendations for needed changes and improvements.” The 2009-2010 Academic Affairs Committee reports the following:

After a careful study of 2008-2009 assessment data, the Academic Affairs Committee finds that the General Education goals are currently being met and that the Institutional Effectiveness Committee and the Office of Institutional Research should continue with the current model of assessment and prepare the report for the following academic year using the existing system with these recommendations for improvement of the documenting process:

- In several places in the document, Computer 150 is listed as the required course for General Education purposes, but this statement does not correspond with our General Education requirements.
- The data should be presented in a more readable format. One suggestion would be to have the conclusions indicated at the beginning of the document, followed by a section of data which supports those conclusions.
- The same data should not be repeated in multiple places in the document.
- In general, the report may need more editing and proofreading to guarantee accuracy.
- The information in the reports should reflect assessment of programs and should make every attempt to leave out the names of specific professors.
- The committee feels that the NSSE and MAPP assessment instruments in conjunction with internal assessment tools show that General Education goals are being met. Two years ago, the recommendation was that no changes should be made to the General Education program at the time; however; the areas of writing and mathematics should continue to be monitored closely. Last year, the assessment data shows improvement in those areas. Though we are pleased with the results of these instruments, we also recommend that additional tools for assessment be added as needed for continuing accuracy of assessing General Education programs.
- Two years ago, the committee recommended the following:

The General Education Assessment report should be made available to departments by mid-November of each year. The report and all responses should be made available to Academic Affairs committee members no later than mid-December of each year. Next year, the annual Faculty Governance schedule should include an early spring (January) Academic Affairs committee meeting, the primary purpose of which is review and discussion of the General Education Assessment Report. (This extra meeting may be dropped from the schedule in following years if the committee feels they can adequately perform the assessment without the additional time.) As a result of its review and discussion of this data, the AAC will generate a report containing its conclusions and recommendations pertaining to the General Education Assessment Process and the General Education Program. The AAC report on General Education should be made available to departments no later than the end of March so that they may review or comment on the material. A report should be made to the Faculty Senate prior to the end of the semester.

Last year, an attempt was made to meet the above deadlines. An early spring meeting was scheduled for the primary purpose of review and discussion of the report. However, the timeline by which this data is accumulated, prepared, and reviewed prior to reaching the AAC resulted in missing the above target dates by a couple of weeks, and the AAC committee ended up reviewing the material at its second spring meeting. This early system also proved to be problematic this year. Given the difficulty of preparing the reports on such a tight schedule, we recommend that the AAC committee receive the IE report for consideration at its March meeting. The AAC statement and report to the Senate can be completed by the end of the semester with this timeline.

The 2008-2009 General Education Report (containing assessment data) is attached to this statement.

Respectfully,

Dr. Rebecca Flannagan, Chair
2009-2010 Academic Affairs Committee