Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 605   ⦿ Graded   ◯ CR/NC

Contact Person: Chris Ingersoll   Phone: (740) 534-3981

NEW COURSE DATA:

New Course Title: MASTERS' NETWORK

Alpha Designator/Number: | J | M | C | | 6 | 0 | 5 | | |

Title Abbreviation: | M | A | S | T | E | R | ' | S | | N | E | T | W | O | R | K | | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course cultivates brainstorming and critiquing methods and incubates ideas in a collaborative setting. Students will build useful networks, and formulate a creative process tailored to their Master's Initiative Project.

Co-requisite(s): none   First Term to be Offered: Fall 2013

Prerequisite(s): none   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*): None

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Allyson B. Goodman_   Date 6-28-12

Registrar _Roberta Ferguson_ 090401   Date 7/19/12

College Curriculum Chair _[signature]_   Date 6-28-12

Graduate Council Chair _JChristofero_   Date 8-26-13

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC 605

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Terry Hapney, Rebecca Johnston, Chris Ingersoll, Rob Rabe, Christopher Swindell.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.
Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Attached

7. COURSE OUTLINE   (May be submitted as a separate document)

See Attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course will be offered (upon approved e-course development) as an e-course. Instruction will consist of text-based, web-based, podcast and video (TED Talks and YouTube) instructional materials, discussion boards, Blackboard blogging, Pinterest (or similar visual networking client) and Facebook or Twitter social networking that best fits instant linking, independent and collaborative research in a problem based learning assessment. Digital communication tools will be emphasized. Video lectures and/or Blackboard Collaborate.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be evaluated by writings within a discussion list; writings within an individual Blackboard blog; and the completion of a course long, self-directed problem-based learning challenge geared toward the students profession or discipline that applies the use of tools and concepts learned during the course. If technically possible, live video discussions and/or chat will also be used for brainstorming sessions.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

None

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

See Attached

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: JMC
Course Number and Title: JMC 605 Master's Network
Catalog Description: This course cultivates brainstorming and critiquing methods and incubates ideas in a collaborative setting. Students will build useful networks, and formulate a creative process tailored to their Master's Initiative Project.
Prerequisites: None
First Term Offered: Fall 2013
Credit Hours: 3

Master's Initiative Network
schedule of weekly practice and information to be covered.

	Lectures	Creativity and Innovation Critiques	Exercises and Assessments
WEEK 1	Building Our Online Community	Each week one source (TED Talk, digital storytelling product, reading, guest speaker, webinar, podcast…) of contemporary value will be required of students to critique in either a Blackboard Collaborate or threaded discussion. Student use of digital auditory, visual and interactive materials will be encouraged in these critiques. Materials will be suggested by all members of the Digital Storytelling faculty before the start of the semester. Some flexibility is needed in the schedule to accommodate current trends or new technologies during the semester and possible connections to student project ideas. This paragraph will be replaced by actual materials prior to the start of the course.	Introductions
WEEK 2	Setting Up an Online Studio		First Reading Comprehension and Argument Paper
WEEK 3	Developing an Idea		Summation of Several Ideas
WEEK 4	What data to Measure | What Story to Tell		Peer Editing
WEEK 5	Brainstorming | Critiquing		Online Brainstorming Session
WEEK 6	Finding and Evaluating Information Sources		Information Sources List and Summation
WEEK 7	Finding and Evaluating Technical Sources		Technical Sources List and Summation
WEEK 8	Finding and Evaluating Talent		Talent Sources List and Summation
WEEK 9	Finding and Evaluating Financial Sources		Financial Sources List and Summation
WEEK 10	Networking and Building Professional Relationships		Professional Sources List and Summation
WEEK 11	Mind and Concept Mapping		Mind Map
WEEK 12	Inviting Interdisciplinary Talent to the Table		Discipline Concept Map
WEEK 13	Exploring Master's Initiative Project | Conferences		Possible Projects Summation
WEEK 14	Documenting Master's Initiative Project | Publishing		Second Reading Comprehension and Argument paper
WEEK 15	Studio Visits | Committees		Peer Studio Discussion

Master's Initiative Network

COURSE DESCRIPTION
This course cultivates brainstorming and critiquing methods and incubates ideas in a collaborative setting. Students will build useful networks, and formulate a creative process tailored to their Master's Initiative Project.

#6. COURSE OBJECTIVES
Successful completion of this course will provide students with the ability to:

Define their Master's Initiative and methodically document their ideas;

Explain a process to achieve their desired Master's Initiative Project outcome;

Judge the level of innovation and or entrepreneurial quality in their project and document these findings;

Defend the value of their research and product through discussion;

Evaluate and record appropriate resources for their Master's Initiative Project and develop a plan to extract these resources;

Identify and develop a strategy to obtain needed technical expertise and or equipment;

Solve, predict and prepare, for possible complications to the successful completion of their Master's Initiative Project;

Produce network building and interdisciplinary contacts, both academic and professional beneficial to their Master's Initiative Project;

Build a depository of material for their Master's Initiative Project in the Digital Storytelling organization online (studio) area;

Formulate an interdisciplinary team of necessary talent for a timely and productive Master's Initiative Project;

Demonstrate evidence of collaboration and interaction with fellow students through the organization online (studio) of value to their Master's Initiative; and

Evaluate and document desired goals for Master's Initiative Project including criteria for judging a successful outcome.

#7 COURSE OUTLINE
See attached

#8 SAMPLE TEXT
This course will utilize TED Talks and other digital media of contemporary and future value in storytelling, research, team building, creativity and entrepreneurialism. An emphasis will be placed on using media created with new technologies and topics to inspire the student's own digital Master's Initiative Projects. It is important to leave text selection open for faculty to take best advantage of the changing landscape of this discipline.

#12 BIBLIOGRAPHY

PRINT

Belsky, Scott. *Making Ideas Happen: overcoming the obstacles between vision and reality*. 5th ed. Portfolio Hardcover, 2010. Print.

Beveridge, William I. *The Art of Scientific Investigation*. New York: Norton, 1957. Print.

Dewey, John. *How We Think*. D.C. Heath & Co., 1910. Print.

Donovan, Jeremey. *How to Deliver a TED Talk: secrets of the world's most inspiring presentations*. CreateSpace, 2012. Print.

Edmondson, Amy C., and Edgar H. Schein. *Teaming: how organizations learn, innovate and compete in the knowledge economy*. Wiley, 2012. Print.

Kleon, Austin. *Steal Like An Artist: 10 things nobody told you about being creative*. Workman Publishing Company, 2012. Print.

Page, Scott E. *The Difference: how the power of diversity creates better groups, firms, schools and societies.* Princeton University Press, 2007. Print.

Pink, Daniel H. *A Whole New Mind: why right-brainers will rule the future.* Riverhead Trade, 2006. Print.

Robinson, Ken. *The Element: How finding your passion changes everything.* Penguin Books, 2009. Print.

Robinson, Ken. *Out of Our Minds: learning to be creative*. 2nd ed. Capstone, 2011. Print.

Thomas, Douglas, and John Seely Brown. *A New Culture of Learning: cultivating the imagination for a world of constant change*. CreateSpace, 2011. Print.

Wycoff, Joyce. *Mindmapping: your personal guide to exploring creativity and problem-solving*. Berkley Trade, 1991. Print.

Young, James W. *A Technique for Producing Ideas: the simple, five-step formula anyone can use to be more creative in business and life!* Waking Lion Press, 2009. Print.

OTHER

"Digital Storytelling: the Maine writing project." 2008. iTunes Podcast.

"The Future of books?" CBS News. 2011.
<http://www.youtube.com/watch?v=3wQN4j8BYe8&feature=related>
(http://www.arcadesunshine.com/

"Storyrobe. Mobile digital storytelling." 2009. iTunes Application.

TED Talks. "David Kelley: how to build your creative confidence." 2012. Web.
<http://www.ted.com/talks/lang/en/david_kelley_how_to_build_your_creative_confi
dence.html> Release the fear of judgment and add creative confidence.
(http://dschool.stanford.edu/)

TED Talks. "Mike Matas: a Next-generation digital book." 2011. Web.
<http://www.ted.com/talks/lang/en/mike_matas.html> First interactive digital book.
http://pushpoppress.com/ourchoice/)

TED Talks. "Phil Borges on Endangered Cultures." 2007. Web.
<http://www.ted.com/talks/lang/en/phil_borges_on_endangered_cultures.html>.
Teaching digital storytelling to teenagers in disappearing cultures.
(http://www.bridgesweb.org/)

TED Talks. "Ro Sutherland: sweat the small Stuff." 2010. Web.
<http://www.ted.com/talks/rory_sutherland_sweat_the_small_stuff.html> It doesn't
take a large budget. It's in the small details. (http://www.ogilvy.com/)

TED Talks. "Tim Brown on Creativity and Play." 2008. Web.

<http://www.ted.com/talks/lang/en/tim_brown_on_creativity_and_play.html> The powerful relationship between creativity and play. (http://www.ideo.com/)

Request for Graduate Course Addition

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2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 640   ● Graded   ○ CR/NC

Contact Person: Chris Ingersoll   Phone: (740) 534-3981

NEW COURSE DATA:

New Course Title: Design Thinking

Alpha Designator/Number: | J | M | C | | 6 | 4 | 0 | | |

Title Abbreviation: | D | E | S | I | G | N | | T | H | I | N | K | I | N | G | | | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course engages students in the human-centered design thinking process for the innovative transformation of products and services.

Co-requisite(s): none   First Term to be Offered: Spring 2013

Prerequisite(s): none   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Allyson. B. Goodman_   Date 6-28-12

Registrar _____ 090401   Date 7/19/12

College Curriculum Chair _____   Date 6-28-12

Graduate Council Chair _____   Date 8-26-13

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC 640

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Chris Ingersoll

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.
Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course will be offered (upon approved e-course development) as an e-course. Instruction will consist of text-based, web-based, podcast and video (TED Talks and YouTube) instructional materials, discussion boards, Blackboard bloging, Pinterest (or similar visual networking client) and Facebook or Twitter social networking that best fits instant linking, independent and collaborative research in a problem based learning assessment. Digital communication tools will be emphasized. Video lectures and/or Blackboard Collaborate.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be evaluated by writings within a discussion list; writings within an individual Blackboard blog; and the completion of a course long, self-directed problem-based learning challenge geared toward students profession or discipline that applies the use of tools and concepts learned during the course. If technically possible, a live video discussions and/or chat will also be used for brainstorming sessions.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

None

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

See attached

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: JMC
Course Number and Title: JMC 640 Design Thinking
Catalog Description: This course engages students in the human-centered design thinking process for the innovative transformation of products and services.
Prerequisites: None
First Term Offered: Spring 2012
Credit Hours: 3

	PRINCIPLES	DEFINING DESIGN THINKING	PROCESS, TOOLS + PRODUCT	
WEEK 1	satisficing | wicked problems	IDEO		steps of the process
WEEK 2	human-centered design	reserve for current CASE STUDY		define problem
WEEK 3	basic design principles	reserve for current CASE STUDY		research
WEEK 4	universal design principles 1	John Seeley BROWN	INSPIRATION	resources
WEEK 5	brand continuity	reserve for current CASE STUDY		plan | briefs
WEEK 6	universal design principles 2	reserve for current CASE STUDY		thinking boards
WEEK 7	simplicity	APPLE		sketches
WEEK 8	universal design principles 3	GOOGLE		brainstorming
WEEK 9	information architecture	Richard Saul WURMAN		mind maps | pedigrees
WEEK 10	usability | user experience	Donald NORMAN	IDEATION	thumbnails
WEEK 11	universal design principles 4	reserve for current CASE STUDY		roughs
WEEK 12	information design	Edward TUFTE		storyboards
WEEK 13	prototyping	IDEO BAXANO iO-Flex System		mock-ups or prototypes
WEEK 14	iconic representation	reserve for current CASE STUDY	IMPLEMENTATION	pitch
WEEK 15	wayfinding	Romedi PASSINI		production & evaluation

Universal Principles of Design (Lidwell, Holden and Butler) READINGS

OVERVIEW

Each week the three sections described below will be covered. See chart to the left for topics covered under the sections.

PRINCIPLES
covers basic to more complex design principles. Assessed via questions in a Discussion List.

DEFINING DESIGN THINKING
covers case studies and leaders, fundamental thinking methodologies and terminologies in design thinking. Assessed via an individual blog requiring a the digital humanities language.

PROCESS, TOOLS + PRODUCT
covers the steps (Inspiration, Ideation and Implementation) designers employ to produce innovative products and services. Students will be asked to execute what they have learned in a project they choose connected with their profession or discipline. Some possibilities are: a education specialist would apply design thinking to a learning problem, a journalist to a communication problem, an engineer to a product design or a medical professional to a procedural problem. Each step and tool will be executed. For example, under storyboard a medical professional may sketch out a new check-list process. This course requires no art or design background.

This course is deigned to consider both full time students and the schedules of full time working professional who may wish to pursue an online master degree or advance their skills with individual courses.

Design Thinking
outline of weekly practice
and information to be covered.

DESIGN THINKING

6. COURSE OBJECTIVES

Upon successful completion of this course each student will be able to:

- identify ill defined and wicked problems and employ the design thinking process in addressing these problems. (P, B, D)

- identify and utilize basic design principles. (P, B, D)

- identify several universal design principles related to their profession or discipline and employ them productively. (P, B, D)

- utilize the three parts of the design thinking process in building innovative and productive products, processes or services. (P)

- employ the design tools (briefs, thinking boards, sketches, brainstorming, mind maps, pedigrees, thumbnails, roughs storyboards and mock-ups) in real-world problems. (P, B, D)

- express themselves in a way beyond words and symbols. (P, B)

- build ideas up and test solutions with less fear of failure. (P)

- gleam knowledge from the creative thinking processes across multiple professions and disciplines and reuse that information toward their own profession or discipline. (P, B, D)

- critiquing design thinking case studies for problem-solving techniques that can be reapplied to real-world problems. (B)

- practice and critique a discipline specific problem in design thinking. (P)

- encourage creativity and entrepreneurship in themselves and others. (P, B, D)

- apply design thinking to real-world situations. (P)

P = assessed by (problem based) staged, design thinking project in the student's profession or discipline

B = assessed by (writing + problem based) student's individual BlackBoard blog. Blog must utilize symbolic and visual communications and digital languages.

D = assessed by (writing) student's participation in answering course questions, discussing answers with fellow students and critiquing fellow student's project and blog posts in online Discussion List.

7. COURSE OUTLINE (see attachment 2 of 3)

8. SAMPLE TEXTS

Brown, Tim. *Change by Design: how design thinking transforms organizations and inspires innovation.* Harper Business, 2009. (paperback, ebook or audio)

Lidwell, William, Kritina Holden, and Jill Butler. *Universal Principles of Design: 125 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design.* Gloucester, MA: Rockport, 2010. ISBN: 9781592535873 (paperback or e-book)

12. PROVIDE COMPLETE BIBLIOGRAPHY

DESIGN THINKING

Cross, Nigel. *Design Thinking: understanding how designers think and work.* Berg Publishers, 2011.

Rowe, Peter. *Design Thinking.* MIT Press, 1991.

HUMAN-CENTERED DESIGN

IDEO. *Human-Centered Design Toolkit: an open-source toolkit to inspire new solutions in the developing world.* IDEO, 2011.

Norman, Donald. *The Design of Everyday Things.* Basic Books, 2002.

Norman, Donald. *The Design of Future Things.* Basic Books, 2007.

Norman, Donald. *Emotional Design: why we love (or hate) everyday things.* Basic Books, 2005.

Norman, Donald. *Things That Make Us Smart.* Basic Books, 1994.

DESIGN PRINCIPLES

Weinschenk, Susan. *100 Thinks Every Designer Needs to Know About People.* New Riders Press, 2011.

Wong, Wucius. *Principles of Two-Dimensional Design.* Bantam, 1985.

BRAND CONTINUITY

Landa, Robin. *Designing Brand Experience: Creating Powerful Integrated Brand Solutions.* Delmar Cengage Learning, 2005.

Wheeler, Alina. *Designing Brand Identity: An Essential Guide for the Whole Branding Team.* Whiley, 2009

SIMPLICITY

Heller, Steve, and Anne Fink. *Less is More: the new simplicity in graphic design*. North Light Books, 1999.

Maeda, John. *The Laws of Simplicity*. MIT Press, 2006.

Norman, Donald. *Living with Complexity*. MIT Press, 2010.

INFORMATION DESIGN AND INFORMATION ARCHITECTURE

Jacobson, Robert. *Information Design*. MIT Press, 2000.

Tufte, Edward. *Envisioning Information*. Graphics Press, 1990.

Tufte, Edward. *The Visual Display of Quantitative Information*. Graphics Press, 2001.

Tufte, Edward. *Visual Explanations: images and quantities, evidence and narrative*. Graphics Press, 1997.

Wurman, Richard Saul. *Information Architects*. Graphis Inc, 1997.

Wurman, Richard Saul. *Information Anxiety: what to do when information doesn't tell you what you need to know*. Bantam, 1990.

USABILITY AND USER EXPERIENCE

Krug, Steve. *Don't Make Me Think: a common sense approach to web usability*. 2nd ed. New Riders Press, 2005.

Nielsen, Jakob. *Designing Web Usability*. Peachpit Press, 1999.

Quesenbery, Whitney, and Kevin Brooks. *Storytelling for User Experience: crafting stories for better design*. Rosenfeld Media, 2010.

PROTOTYPING

Ginsburg, Suzanne. *Designing the iPhone User Experience: a user-centered approach to sketching and prototyping iPhone apps*. Addison-Wesley Professional, 2010.

Neat, David. *Model-Making: materials and methods*. Crowood Press, 2008.

Snyder, Carolyn. *Paper Prototyping: the fast and easy way to design and refine user interfaces*. Morgan Kaufmann, 2003.

WAYFINDING

Arthur, Paul, and Romedi Passini. *Wayfinding: people, sign and architecture*. McGraw-Hill Book Company, 1992.

Gibson, David. *The Wayfinding Handbook: information design for public places*. Princeton Architectural Press, 2009.

Request for Graduate Course Addition

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2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 643   ⦿ Graded   ◯ CR/NC

Contact Person: Robert Rabe   Phone: (304) 696-4636

NEW COURSE DATA:

New Course Title: New Media Cultures

Alpha Designator/Number: | J | M | C | | 6 | 4 | 3 | | |

Title Abbreviation: | N | e | w | | M | e | d | i | a | | C | u | l | t | u | r | e | s | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words)
This course investigates the political, economic, and cultural influences of new communications technologies, both in history and in today's world.

Co-requisite(s): none   First Term to be Offered: Spring 2013

Prerequisite(s): none   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Allegen B. Goodman_   Date _6-28-12_

Registrar _Rohuta Ingasa_ 090401   Date _7/19/12_

College Curriculum Chair _Clyf Quuye_   Date _6-28-12_

Graduate Council Chair _JChristofero_   Date _8-26-13_

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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Robert Rabe

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not applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

see attached syllabus

7. COURSE OUTLINE (May be submitted as a separate document)

see attached syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

see attached syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course will be offered (upon approved e-course development) as an e-course. Instruction will consist of text-based, web-based, podcast and video instructional materials, discussion boards, Blackboard (or similar visual networking client) and Facebook or Twitter social networking that best fits instant linking, independent and collaborative research in a problem based learning assessment. Digital communication tools will be emphasized. Video lectures and/or Blackboard Collaborate.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

see attached syllabus

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

see attached syllabus

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: JMC
Course Number and Title: JMC 643 New Media Cultures
Catalog Description:This course investigates the political, economic, and cultural influences of new communications technologies, both in history and in today's world.
Prerequisites: none
First Term Offered: Spring 2013
Credit Hours: 3

New Media Cultures

JMC 643	**Professor Rabe**
Semester:	**122A Comm. Bldg.**
Time:	**rabe@marshall.edu**
Location:	**(304) 696-4636**

Prof. Rabe's Web Page: http://mupfc.marshall.edu/~rabe/
Syllabus and Readings: http://mupfc.marshall.edu/~rabe/newmedia.htm
Twitter: @profrabe

Office Hours:

Required Texts:

Carr, Nicholas. *The Shallows: What the Internet is Doing to Our Brains.* (W.W. Norton, 2010)

Hui Kyong Chun, Wendy, and Thomas Keenan, eds. *New Media/Old Media: A History and Theory Reader.* (Routledge, 2006)

Marvin, Carolyn. *When Old Technologies Were New: Thinking About Electric Communication in the Nineteenth Century.* (Oxford University Press, 1990)

Papacharissi, Zizi. *A Private Sphere: Democracy in a Digital Age.* (Polity Press, 2010)

** Numerous additional required readings, in the form of journal articles, book chapters, or web postings, will be available online.

Course Description: This course investigates the political, economic, and cultural influences of new communications technologies, both in history and in today's world. It examines the various ways that new technology is introduced, disseminated and institutionalized, as well as the multiple and far-reaching effects of new media in the lived experience. It calls upon students to examine and reflect upon significant changes in media institutions, economic models, and human relationships in the social, political and cultural arenas, including the effects of new media on traditional mass media industries and practices, the ramifications of the rise of social media, uses of new media for the dissemination of news and public communications, changing natures of identity, and the legal and ethical aspects of digital culture.

Objectives: At the completion of this course, students will:

- understand basic theoretical concepts used to discuss the new media environment
- be familiar with new methods of communication/interaction associated with digital culture, as well as changing patterns of use and consumption among media audiences

- understand their own use of media and the ways they interact with the world around them
- be able to assess political, cultural and economic changes related to the emergence of new media in history and contemporary life
- develop skills in critical reading and analysis of cultural products and systems in order to make well informed critiques
- demonstrate the ability to conduct scholarly research in the field of new media studies and produce high quality written or multi-media projects
- have a foundation of knowledge and self-reflection necessary to make well-informed decisions as a digital citizen or a professional communicator in the 21st century media environment

Students will demonstrate their proficiencies in these areas through a combination of reading, writing, and classroom discussion. Written assignments will ask students to engage critically with their texts and display an adequate level of understanding, as well as the ability to articulate well-reasoned conclusions about them. The research assignment will require students to delineate a particular topic, understand the existing literature on the subject, and offer a sound argument supported by relevant evidence. Students will also do in-class exercises and group work that asks them to reflect on their own media habits, interpret and discuss media/cultural products, or articulate points of view about controversial or unresolved issues related to course content. As much as possible, students will be asked to present what they have learned and contribute observations about their personal experiences to the class for analysis and discussion.

Academic Dishonesty: Students must do their own work. Cheating (which includes plagiarism, copying or borrowing the work of another person, or having someone else do your work) on any class assignment or exam means an automatic F for the course and may result in further discipline by the University. Please refer to the Marshall University academic dishonesty policy in the 2010-2011 graduate graduate catalog. Written assignments may be submitted to the Turnitin.com plagiarism prevention system for evaluation.

Course Grades: The grades in this seminar are based on your performance on one book review, one research paper, a presentation, classroom activities, and eight short response paper assignments. Because this class works best when students are well prepared and take part in discussion, participation will also factor heavily into your final grade. Participation is based partly on attendance, but will mostly be a reflection of how much you contribute to the class. Course grades break down as follows:

Book Review: 20% of final grade
Research Paper: 25% of final grade
Response Papers: 25% of final grade
Presentation: 10% of final grade
Participation: 20% of final grade

Course grades are based on an 8 point scale:

A= 92-100%   C= 77-84%   F= Below 70%
B= 85- 91%   D= 70-76%

Book Review: Each student will prepare a 1000 word critical analysis and review of a scholarly book that deals with some aspect of new media culture or the history of new communication technology. The review should give a general summary/description and offer an informed critical assessment of the relative strengths and weaknesses derived from insights taken from course readings and discussion. It should cover both content and methodological issues. Subjects for review must be approved by the professor. Texts required for this class are not available for book reviews. A more specific set of assignment guidelines will be distributed early in the semester. The review is worth 20% of the course grade.

Research Paper: Students will write a 10-12 page scholarly research paper on some issue or concept related to the study of new media and culture. Students have freedom to select research topics according to their own interests, but topics must be approved and developed in consultation with the professor. The papers should be presented in MLA, APA, or Chicago Style and contain appropriate documentation and citation of source material, as well as an annotated list of sources. The paper counts for 25% of the course grade.

Presentation: Each student will make a digital presentation based on the research paper that they complete for this class. Presentation will be in a formal academic style and use of appropriate language and audio/visual material. Presentations will be graded on both content and style of presentation. Additional guidelines for the presentations will be made available before middle of semester. The presentation is worth 10% of the final course grade.

Response Papers and Discussion Questions: Each student must post *eight* response papers during the course of the semester. A response paper is a 600-800 word essay that discusses and analyzes the key issues and concepts in the week's reading assignment. Each paper should also include a set of 4-5 meaningful questions, drawn from the readings, that will be used to spur online discussion. Papers can discuss the week's readings broadly or focus on one (or several) of the individual readings. These papers are more than your personal opinion about the readings; good papers reflect a careful critical analysis of the methodology, argument, and relevance of the reading material. Students can decide which weekly reading assignments to write about, but they must post eight papers before the end of the term. Response papers are graded on a 10-point scale. The point scores on the response papers will be turned into a percentage of the total available points (80) for the purpose of determining the final grade. Collectively they are worth 25% of the final course grade. Response papers and questions are due on the day when that week's readings are covered in class. Late papers will not be accepted. Students not completing eight papers will get zeros for each missing paper; they cannot be made up after the fact.

Assignments: There will be several short assignments, which might require small group participation, that ask you to make a short (digital) oral or visual report on some cultural practice or product, or an issue related to the week's readings and lecture topics. They contribute to the participation grade.

Policy for Students with Disabilities: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. It is the responsibility of students with disabilities to

contact the Office of Disabled Student Services (DSS) in Prichard Hall 117 to provide documentation of their disability. The DSS Coordinator will send a letter to the student's instructor outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at phone 304-696-2271.

Course Schedule:

The week's reading assignment should be completed <u>before</u> that week's class session. Classes are heavily oriented around discussion of the readings and classroom activities will necessitate your familiarity with the material

Class overview and general information

New Media in History, Part I

- Marvin, *When Old Technologies Were New* (all)

New Media in History, Part II

- Batchen, "Electricity Made Visible," in *New Media, Old Media*, pp. 27-44.
- Bush, "Memex Revisited," in *New Media, Old Media*, pp. 85-96.
- Elaesser, "Early Film History and Multi-Media," in *New Media, Old Media*, pp. 13-26.
- Hagen, "The Style of Sources," in *New Media, Old Media*, pp. 157-175.
- Levin, "Tones From Out of Nowhere," in *New Media, Old Media*, pp. 45-81.
- Sconce, *Haunted Media: Electronic Presence from Telegraphy to Television* (Duke University Press, 2000), Chapter 1

New Media in History, Part, III

- Craig, *Fireside Politics: Radio and Political Culture in the United States, 1920-1940* (Johns Hopkins University Press, 2000), Chapters 11-12
- Czitrom, *Media in the American Mind from Morse to McLuhan* (University of North Carolina Press, 1982), Chapter 2
- Tichi, *Electronic Hearth: Creating an American Television Culture* (Oxford University Press, 1991), Chapters 1-2

New Media in History, Part IV   BOOK REVIEW DUE

- Crafton, *The Talkies: American Cinema's Transition to Sound, 1926-1931* (University of California Press, 1997), selections
- The MPPDA Production Code of 1930
- Czitron, *Media in the American Mind from Morse to McLuhan* (University of North Carolina Press, 1982), Chapter 6.
- Kern, *The Culture of Time and Space, 1880-1918* (Harvard University Press, 1983) selections

- Sobchack, "Science Fiction Film and the Technological Imagination," in *Technological Visions*, ed Marita Sturken, et. al. (Temple University Press, 2004), pp. 145-158.

Digital Culture I

- Carr, *The Shallows: What the Internet is Doing to Our Brains* (all)

Digital Culture II

- boyd, "Social Network Sites as Networked Publics," in *A Networked Self: Identity, Community, and Culture on Social Network Sites*, ed. Papacharissi (Routledge, 2011), pp. 39-58.
- La Rose, et. al., "Social Networking: Additive, Compulsive, Problematic, or Just Another Media Habit?" in *Democracy and New Media*, eds. Jenkins and Thorburn (MIT Press, 2004, pp. 59-81.
- Manovich, "Generation Flash," in *New Media, Old Media*, pp. 209-218
- Rajagopal, "Imperceptible Perceptions in our Technological Modernity," in *New Media, Old Media*, pp. 277-286.
- McPherson, "Reload: Liveness, Mobility, and the Web, in *New Media, Old Media*, pp. 199-208.

Politics in a Digital Age, Part I

Papacharissi, *A Private Sphere* (all)

Politics in a Digital Age, Part II

- Baum and Groeling, "New Media and the Polarization of American Political Discourse," *Political Communication* 25 (2008): 345-365.
- Hurwitz, "Who Needs Politics? Who Needs People? The Ironies of Democracy in Cyberspace," in *Democracy and New Media*, eds. Jenkins and Thorburn (MIT Press, 2004, pp. 101-112.
- Kaye, "Between Barack and an Net Place: Motivations for Using Social Network Sites and Blogs for Political Communication," in *A Networked Self: Identity, Community, and Culture on Social Network Sites*, ed. Papacharissi (Routledge, 2011), pp. 209-231.
- Poster, "Cyberdemocracy: The Internet and the Public Sphere," in *Reading Digital Culture*, ed. David Trend (Routledge, 2001), pp. 259-271.
- Schuler, "Reports of the Close Relationship Between Democracy and the Internet May Have Been Exaggerated," in *Democracy and New Media*, eds. Jenkins and Thorburn (MIT Press, 2004, pp. 69-84.

Identity and Place in the Digital World II

- Bailey, "Virtual Skin: Articulating Race in Cyberspace," in *Reading Digital Culture*, ed. David Trend (Routledge, 2001, pp. 334-346.
- Daniels, *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights* (selections)
- Hillis, "Modes of Digital Identification: Virtual Technologies and Webcam Cultures," in *New Media, Old Media*, pp. 347-357.

- Malpas, "New Media, Cultural Heritage and the Sense of Place: Mapping the Conceptual Ground," *International Journal of Heritage Studies* 14:3 (2008): 197-209.
- Nakamura, "Cybertyping and the Work of Race in the Age of Digital Reproduction," in *New Media, Old Media*, pp. 317-333.
- Morse, "Virtually Female: Body and Code," in *Reading Digital Culture*, ed. David Trend (Routledge, 2001), pp. 87-97.

Journalism and New Media, Part I

- King, *Free For All: The Internet's Transformation of Journalism* (selections)
- Meyer, *The Vanishing Newspaper: Saving Journalism in the Information Age* (selections)

Journalism and New Media, Part II RESEARCH PAPERS DUE

- Carlson, "The Reality of a Fake Image: News Norms, Photojournalistic Craft, and Brian Walski's Fabricated Photograph," *Journalism Practice* 3:2 (1999), pp. 125-139.
- Doane, "Information, Crisis, Catastrophe," in *New Media, Old Media*, pp. 251-264.
- Hirschorn, "Truth Lies Here," *Atlantic* (November 2010), pp. 58-64.
- Kramer, "Navigating the Future," *American Journalism Review* (Winter 2010), pp. 44-49
- **Article on Wikileaks**

Now What?: Issues to be resolved

- Baron, "Are Digital Media Changing Language?" *Educational Leadership* (March 2009): 42-46.
- Docter, "Blogging and Journalism: Extending Shield Law Protection to New Media Forms," *Journal of Broadcasting and Electronic Media* 54:4 (2010), pp. 588-602.
- Lessig, *Free Culture: The Nature and Future of Creativity* (Penguin, 2004), selections.
- Shiga, "Copy and Persist: The Logic of Mash-Up Culture," *Critical Studies in Media Communication* 24:2 (2007), pp., 93-114.

Presentations

Final Session

Course Reflections and Wrap-up. All students are required to attend.

New Media Cultures Bibliography

Benson, Rodney. *Bourdieu and the Journalistic Field*. N.p.: Wiley, 2005. Print.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. N.p.: MIT Press, 1994. Print.

Nicholas, Mirzoeff. *The Right to Look*. N.p.: Duke University Press, 2011. Print.

Nissenbaum, Helen. *Privacy in Context: Technology, Policy, and the Integrity of Social Life*. N.p.: Stanford University Press, 2009. Print.

Postman, Neil. *Technopoly: The Surrender of Culture to Technology*. N.p.: Vintage Press, 1993. Print.

Rheingold, Howard. *The Virtual Community Homesteading on the Electric Frontier*. N.p.: MIT Press, 2000. Print.

Sturken, Marita, Douglas Thomas, and Sandra Ball-Rokeach, eds. *Technological Visions*. N.p.: Temple University Press, 2004. Print.

Wesch, Mike. "From Knowledgeable to Knowledge-Able." TEDxKC. Kansas . 12 Aug. 2010. Web. 26 June 2012.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 678   ⦿ Graded   ⦿ CR/NC

Contact Person: Terry Hapney   Phone: 304-696-2735

NEW COURSE DATA:

New Course Title: Organizational Storytelling in Public Relations

Alpha Designator/Number: | J | M | C | | | 6 | 7 | 8 | | |

Title Abbreviation: | O | R | G | . | | S | T | O | R | Y | T | E | L | L | I | N | G | | | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course examines storytelling within organizations. Emphasis is on the theory behind storytelling and applying theory to practical internal and external scenarios using storytelling as a tactic in organizational PR.

Co-requisite(s): none   First Term to be Offered: Fall 2013

Prerequisite(s): none   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*):   none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Allyson B Goodman_   Date _6-28-12_

Registrar _Roberta Ferguson 090401_   Date _7/19/12_

College Curriculum Chair _Cyf Quinn_   Date _6-28-12_

Graduate Council Chair _JChristofero_   Date _8-26-13_

Form updated 10/2011   Page 1 of 5

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC 678

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Terry Hapney

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

This course will be offered (upon approved e-course development) as an e-course. Instruction will consist of text-based, web-based, podcast and video (YouTube) instructional materials, discussion boards, Blackboard blogging, social media, independent and collaborative research in problem-based learning assessment. Digital communication tools will be emphasized. Video lectures and/or Blackboard Collaborate.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

See attached

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

SOJMC
JMC 678 Organizational Storytelling in Public Relations
This course examines storytelling within organizations. Emphasis is on the theory behind storytelling and applying theory to practical internal and external scenarios using storytelling as a tactic in organizational PR.
None
Fall 2013
3

Marshall University
W. Page Pitt School of Journalism and Mass Communications
JMC 678, Section 123—Organizational Storytelling in Public Relations
Spring 2013, 3 Credit Hours
MUOnline

Instructor: Professor Terry Hapney
Ph.D. (A.B.D.), The University of Dayton
M.A.J., Marshall University
B.A., The University of Kentucky

Professor Hapney is a 24-year journalism and mass communications "veteran," who has worked professionally in public relations, marketing, advertising, radio, television, and for a newspaper.

Office: Communications Building 121
Office Phone: 304.696.2735
Mobile Phone: 606.585.6491
E-mail: hapney@marshall.edu
Office Hours: By appointment

Prerequisite:

None

Required Readings:

Current Associated Press Stylebook

Botturi, L., Bramani, C., & Corbino, S. (2012). "Finding Your Voice Through Digital Storytelling." *Techtrends: Linking Research & Practice To Improve Learning*, 56(3), 10-11. doi:10.1007/s11528-012-0569-1

Fog, K., C. Budtz, & B. Yakaboylu. (2012). *Storytelling: Branding in Practice*: Spring, 2005.

Gargiulo, T. L. (2006). "Power of Stories." *Journal For Quality & Participation*, 29(1), 4-8.

Kahan, S. (2006). "The Power of Storytelling to JumpStart Collaboration." *Journal For Quality & Participation*, 29(1), 23-25.

McLellan, H. (2006). "Corporate Storytelling Perspectives." *Journal For Quality & Participation*, 29(1), 17-20.

Pulizzi, J. (2012). "The Rise of Storytelling as the New Marketing." *Publishing Research Quarterly*, 28(2), 116-123. doi:10.1007/s12109-012-9264-5
Computer Requirements:

Students are required to utilize:

- MS-Word (for the composition of course document requirements).
- MS-PowerPoint (for presentations).
- Their MU e-mail accounts regularly, as the instructor may send assignments, course adjustments, and other course-related notes to students.
- Adobe Creative Suite software applications (depending on how creative you choose to make your work).
- YouTube (for the final presentation).

Course Description:

This graduate course examines the role storytelling plays within organizations as it relates to public relations efforts. Emphasis is on the theory behind storytelling in addition to applying theory to practical, real-world, internal and external scenarios using storytelling as a major tactic in organizational public relations plans.

Course Goals and Outcomes:

The primary objective of this course is to familiarize students with the theoretical concepts and principles of organizational storytelling in public relations. By the end of the course, students should have attained knowledge, understanding, and be able to recall and articulate the following central concepts:

- How to brand organizations through the use of storytelling;
- The elements of storytelling;
- Storytelling in business, nonprofit organizations, education, health care, and government;
- Determining the core story of organizations;
- Positioning storytelling as a strategic management tool;
- The use of storytelling in advertising and public relations;
- Turning storytelling into dialogue; and
- Partnering with media to engage in storytelling.

Class Structure:

> Class sessions will include online lectures and PowerPoint presentations, the use of discussion threads to post responses to prompts posted by the instructor, the use of discussion threads to post responses to classmates, and a final plan for the use of storytelling that students will pitch to the organizations they represent.

In addition to the plan, students will research, plan, and compose stories that will be pitched to their organizational leaders.

Course Requirements/Grading Policy:

1. **Storytelling Plan/Project**—This is the student's project—a plan that outlines how storytelling could best be utilized by the organization the student chooses to represent. This plan would start with a situation analysis, include what research (primary and/or secondary) the student needs to conduct, the plans the student creates based on the research, how the student would tell the organization's story through specific communication channels intended to reach specifically-defined publics, examples of actual stories, and how the student would evaluate the success or failure of the public relations storytelling effort. Choose an organization's external/internal issue, idea, cause, product, or service (must be approved in advance by the instructor) and apply storytelling strategies and tactics to the scenario. The written plan should include a minimum of one personal interview (excluding those expected for each of the four stories) and the use of pertinent library materials (not simply the course book and readings; a minimum of five credible sources is required). Each presentation should include a key word outline and references page provided to the instructor as either PDF or MS-Word documents. Students may handle the project as creatively as they wish. Students must produce a 10-minute presentation via YouTube that will link to the MUOnline course site. All students must view and comment on at least three presentations and plans. In addition to the video, students must produce a PowerPoint presentation that reinforces the key points of the presentation. The topic must be an innovative presentation of the application of storytelling as it relates to an organization. The presentation should be executed as though the student is pitching recommendations to a client or organizational leadership team—meaning the presentation should be formal and students should dress appropriately (50%).

2. **Stories**—Students will compose four stories focused on telling the story of the organization, including its message and its characters. Students can choose whether stories focus on internal or external issues targeting internal and/or external publics. These stories will become part of the storytelling plan/project outlined above. The purpose of each story must feed into the overall branding effort of the organization (20%).

3. **Discussion Forum Responses**—This portion of the course requires students to answer prompts based on the assigned readings. The instructor will post prompts throughout the duration of the course. Answers should move the theory students read into practical application, meaning students should use the sources they read during the class to back up their real-world answers to the prompts. Answers can include past and current experiences as well as how the theory applies to the specific scenario of storytelling in the organizations students choose to represent in the plan and project (30%).

Total Percentage Points = 100%

The **School of Journalism and Mass Communications Grading Scale** is:

A	=	100% - 92%
B	=	91% - 85%
C	=	84% - 77%
D	=	76% - 70%
F	=	69% - 0%

The **School of Journalism and Mass Communications' Six Degrees of Education:**

During students' tenure in the W. Page Pitt School of Journalism and Mass Communications the faculty wants students to learn six things. There are, naturally, a multitude of specific skills students will learn that fold into these six goals, but from a broad view every graduate will:

1. Understand and apply the principles and laws of freedom of speech and press.
2. Prepare and disseminate oral and written communications by:
    a. Using and presenting images and information;
    b. Writing correctly and clearly;
    c. Conducting research and evaluating information;
    d. Critically evaluating one's own work and that of others; and
    e. Synthesizing information.
3. Apply basic numerical and statistical concepts.
4. Articulate ethical responsibilities of the field.
5. Demonstrate competency to be employed in a mass communications field by:
    a. Thinking critically, creatively and independently;
    b. Understanding the history and roles of professionals; and
    c. Understanding diversity.
6. Apply tools and technologies of the profession.

Note:

All assignments and papers written must be word-processed and double-spaced with standard margins. Papers, including the references pages, must be written utilizing American Psychological Association (APA, not to be confused with Associated Press or AP style) style of source documentation. Students will write stories using Associated Press style.

Participation Policy:

Regular participation in all graduate-level classes is very important to the student's overall success. This course and one's grade rely heavily upon regular online participation. Class discussions will provide theoretical information that will we important when answering the discussion prompts and composing the storytelling plan.

If students read the syllabus carefully, they can plan for the entire term. LATE ASSIGNMENTS WILL NOT BE ACCEPTED. Slight variations may occur in the syllabus due to unforeseen circumstances, in which case the instructor will make the necessary changes. The bottom line is if a student knows he/she is going to miss a deadline, contact the instructor as soon as this is known. If a student has a problem that prevents him/her from meeting a deadline, communicate that to the instructor. and he will be as flexible as possible.

Course Schedule:

1/9   Chapter 1: Branding Through Storytelling
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

1/16   Chapter 2: The Four Elements of Storytelling
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

1/23   Chapter 3: Storytelling in Business
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

1/30   Chapter 4: The Company Core Story
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

2/6   Chapter 5: Authentic Raw Material for Storytelling
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

2/13   Chapter 6: Storytelling Applied
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

2/20   Chapter 7: Storytelling in Advertising
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

2/27   Chapter 8: When Storytelling Becomes Dialogue
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

3/5   Chapter 9: The Media as a Storytelling Partner
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

3/12   Chapter 10: Tearing Down the Walls
Read the Chapter
Watch the Lecture/PowerPoint
Answer the Prompts

3/19   Story 1 due

3/26   Spring Break

4/2   Story 2 due

4/9   Story 3 due

4/16   Story 4 due

4/23   Students to post their Organizational Storytelling Plan/Project (including their four polished stories), PowerPoint slides, and YouTube presentation link to the course site

5/4   Students are to read three plans and the accompanying PowerPoint presentations
Students are to view three of the 10-minute YouTube presentations
Students are to comment on the three plans and presentations

Miscellaneous Notes:

- Any evidence of plagiarism or other forms of cheating will result in failure of this course. All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found in the current MU catalog www.marshall.edu/catalog/undergraduate/.

- The instructor reserves the right to modify the course and syllabus during the academic term.

- It is very important that students respect one another and differing opinions/viewpoints. This class is built on collegiality. Make sure everyone fits into this design by being collegial to all classmates at all times.

- All students are responsible for knowing the Marshall University Computing Services' Acceptable Use Policy, which can be found at www.marshall.edu/ucs/CS/accptuse.asp.

- Marshall University is committed to equal opportunity in education for all students, including those with physical, learning, and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304.696.2271, to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing, and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit www.marshall.edu/disabled or contact the Disabled Student Services Office.

- This course follows Marshall University's policy on Affirmative Action, which can be found in the MU catalog at www.marshall.edu/catalog/undergraduate/. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation.

- Students can find information concerning Marshall University's policy regarding inclement weather in the MU catalog at www.marshall.edu/catalog/undergraduate/.

- **Diversity Statement:** This statement affirms the W. Page Pitt School of Journalism and Mass Communications' commitment to an environment of teaching and learning, which recognizes and welcomes diversity of race, color, culture, sex, sexual orientation, age, religion, national origin, marital status and economic, political and ethnic backgrounds. Consistent with Marshall University's dedication to this principle, the School of Journalism and Mass Communications is committed to developing the potential of all students by creating and maintaining an environment that promotes and fosters understanding in a multicultural, global community. The dean and faculty believe that a diverse faculty, staff and student population values differences and similarities among people and supports the mission of the organization.

#

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 682   ○ Graded   ● CR/NC

Contact Person: Chris Ingersoll   Phone: (304) 696-6376

NEW COURSE DATA:

New Course Title: Master's Initiative

Alpha Designator/Number: | J | M | C | | 6 | 8 | 2 | | |

Title Abbreviation: | M | A | S | T | E | R | ' | S | | I | N | I | T | I | A | T | I | V | E | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description: (Limit of 30 words): Creation of a non-traditional digital thesis in an applicable professional or scholarly subject through intensive research and creative technique.

updated form - Original attached

Co-requisite(s): none   First Term to be Offered: Fall 2013

Prerequisite(s): Master's Initiative Network   Credit Hours: 6

Course(s) being deleted in place of this addition (*must submit course deletion form*):   None

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head *Allyson B Goodman*	Date	6-28-12
Registrar *Roberta Ferguson* 090401	Date	7/19/12
College Curriculum Chair *Cyl Beunes*	Date	6-28-12
Graduate Council Chair *Christofero*	Date	8-26-13

Form updated 10/2011   Page 1 of 5

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1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC   Alpha Designator/Number: JMC 682   ○ Graded   ◉ CR/NC

Contact Person: Chris Ingersoll   Phone: (304) 696-6376

NEW COURSE DATA:

New Course Title: Master's Initiative

Alpha Designator/Number: | J | M | C | | 6 | 8 | 2 | | |

Title Abbreviation: | M | A | S | T | E | R | ' | S | | I | N | I | T | I | A | T | I | V | E | | | | | | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Creation of a non-traditional digital thesis in an applicable professional or scholarly subject through intensive research and creative technique.

Co-requisite(s): none   First Term to be Offered: Fall 2013

Prerequisite(s): Master's Initiative Network   Credit Hours: 6

Course(s) being deleted in place of this addition (*must submit course deletion form*):   None

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _____   Date _____

Registrar _____   Date _____

College Curriculum Chair _____   Date _____

Graduate Council Chair _____   Date _____

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC 682

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Terry Hapney, Chris Ingersoll, Rebecca Johnson, Rob Rabe, Chris Swindell

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter *"Not Applicable"* if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another deparment(s), identify it/them by name. Enter *"Not Applicable"* if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter *"Not Applicable"* if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter *"Not Applicable"* if not applicable.
Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Attached

7. COURSE OUTLINE (May be submitted as a separate document)

See Attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not Applicable

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Student is guided by student selected committee. Two members from within SOJMC and one outside faculty member from the students elective branch.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Project Defense

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

None

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

Not Applicable

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: JMC
Course Number and Title: JMC 682 Master's Initiative
Catalog Description: Creation of a non-traditional digital thesis in an applicable professional or scholarly subject through intensive research and creative technique.
Prerequisites: JMC 605 Master's Initiative Network
First Term Offered: Fall 2013
Credit Hours: 6

College: SOJMC   Department/Division: JMC   Alpha Designator/Number: JMC 682

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Terry Hapney, Chris Ingersoll, Rebecca Johnson, Rob Rabe, Chris Swindell

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be r_____ ____ ____ another deparment(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

original

4. AGREEMENTS: If there are any agree____ ____ ____ ____ experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See Attached

7. COURSE OUTLINE (May be submitted as a separate document)

See Attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not Applicable

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Student is guided by student selected committee. Two members from within SOJMC and one outside faculty member from the students elective branch.

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Project Defense

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

None

12. PROVIDE COMPLETE BIBLIOGRAPHY   (May be submitted as a separate document)

Not Applicable

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: JMC
Course Number and Title: JMC 682 Master's Initiative
Catalog Description: Creation of a non-traditional digital thesis in an applicable professional or scholarly subject through intensive research and creative technique.
Prerequisites: JMC 682 Master's Initiative Network
First Term Offered: Fall 2013
Credit Hours: 6

Master's Initiative

Course Description
Creation of a non-traditional digital thesis in an applicable professional or
scholarly subject through intensive research and creative technique.

#6. Course Objectives
Successful completion will provide students with the ability to:

- apply intensive investigation to the art of storytelling.

- employ storytelling and digital technology as a fundamental language.

- synthesize materials explored throughout the program into
  a creative or entrepreneurial project of substance related to
  the student's discipline or profession.

- explore fresh product with unconventional thinking.

#7. Course Outline

1. Student selects committee and chair.
2. Submits formal request to committee for project approval
3. Student proceeds with project under full supervision of chair
   and with committee guidance.
4. Student submits final work to committee with a request for defense.
5. Formal defense of project.

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC

Contact Person: Chris Ingersoll   Phone: (304) 696-6376

Action Requested

Check action requested: ☒ Addition ☐ Deletion ☐ Change

Degree Program MAJ

Area of Emphasis Digital Storytelling

Effective Term/Year Fall 20 |13| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Allyson B. Goodman_	Date 6-28-12
Registrar _Roberta Ferguson_	Date 7/19/12
College Curriculum Chair _____	Date 6-28-12
College Dean _Cliff Deumas_	Date 6-28-12
Graduate Council Chair _Christofero_	Date 8-26-13
Provost/VP Academic Affairs _Gomman_	Date 8/4/13
President _____	Date 9/23/13

Form updated 2/2012

1. Please provide a rationale for addition, deletion, change:

See Attached

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

See Attached

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

Not Applicable

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

None

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change. (May attach separate page if needed)

See Attached

6. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attached

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: JMC
Area of Emphasis Title: Digital Storytelling
Credit Hours: 30
Type of Change Requested: addition
Term to Take Effect: Fall 2013
Rationale: See Attached

Department: JMC
Area of Emphasis Title: Digital Storytelling
Rationale:

The migration of historic and contemporary content into nontraditional media is moving forward at a rapid rate. Libraries are redefining their roles as information providers. The New York Public Library is currently developing interactive content to engage their patrons in using their print collection digitally. The British Library distributes part of their collection though an app subscription thus transitioning a regional distributer into a global publisher. The marketing potential for digital products to reach untapped audiences is accelerating at unpredictable rates. Apple has launched new consumer-targeted apps to support the development of interactive books, and publishers are scrambling to define their position in this changing environment. The technology is available at reachable cost, but there is a basic need to create product and to create something of value. Full editions of contemporary published print books are now available as apps for the iPad and iPhone and course texts are evolving into course packages that include learning tools and interactivity in lieu of current print under glass models. Textbooks can no longer engage an interactive generation with static construction. Scientist and medical professionals understand the need, and are asking for help, in conveying information not only within their disciplines, but to the public as well. Literature and film are integrating multimodal and interactive components within traditional platforms for new products. Mobile devices are redefining the dissemination of news and advertising. The transition of magazine publishing to digital tablets will further the expectations of delivering content not only across platforms, but combining the platforms within one product. With the commercial viability of touch technology, human-centered design is redefining publishing and storytelling is valued in business and education models. The world is mobile and extracting knowledge from a cloud.

There are only a few programs that concentrate on the design and delivery of digital storytelling, even less from an interdisciplinary approach. This will be a unique program for the state West Virginia. The emphasis in Digital Storytelling can be completed entirely online and within three semesters as a full time student, yet is designed with flexibility for returning professionals to upgrade their skills at a pace comfortable for them. A heavy emphasis will be placed on creating a digital product in the form of a non-traditional thesis. The first course of order, the Master's Initiative Network is designed to build an online community that will continue with the student throughout the program. Through this course, students will create virtual studios to house their Master's Initiative products and be encouraged to invite fellow students to participate in the development of these products. To help in moving students through the program in a timely manner, and to produce higher quality Master's Initiative products, students will begin engagement in their product immediately through this initial class and continue their Master's Initiative as they complete their course work. The studio will not only serve as a portfolio of the

student's potential, consider by many business and education leaders as a strong and progressive evaluation method, but as a form of program assessment as well.

Digital humanities and entrepreneurship initiatives are moving forward at leading academic institutions. Faculty are encourage to deliver course content and research with multimodal and storytelling techniques. This program will serve as an introduction to an interdisciplinary focused model for a Marshall digital initiative on research, teaching and media product development. Once the new emphasis is approved, NEH (National Endowment for the Humanities - Advanced Topics in Digital Humanities) funding will be considered for enhancing the delivery of the degree in methods honoring the program's mission. The emphasis in Digital Storytelling will open advanced degree opportunities for media, education and business professionals as they refit their competencies in increasing fluid areas of their professions. It is a step toward preparing students for jobs that are not yet, or just emerging, on the radar. This program will attract librarians, creative writers, journalism, education, advertising, engineering, and public relation graduates and professionals wishing to retool and redefine their skills. It offers K-12 teachers opportunities to enhance their credentials. Graduates from this program can also consider consulting and the potential of opening their own businesses producing digital storytelling materials for others.

The emphasis in Digital Storytelling is an online graduate degree that engages students in both linear and nonlinear interactive publishing beyond traditional models. It will address the concerns associated with the changing media environment by teaching visual, textual, oratory, auditory and kinetic languages for layered, living communication products. The degree emphasizes the design, development and implementation of disseminating information through emerging technology, business logic and design thinking.

"Those who have adapted to the new media and are comfortable writing for and working with a variety of electronic and digital tools will have an advantage in finding new work" (2010-11 US Bureau of Labor Statistics Occupational Outlook Handbook/Media and communications-related occupations).

MAJ Digital Storytelling

REQUIRED COURSES (18 hours)
JMC 606 Digital Storytelling (3 hours)
JMC 640 Design Thinking (3 hours)
JMC 605 Master's Initiative Network (3 hours)
JMC 604 Law (3 hours)
JMC 682 Master's Initiative (6 hours)
JMC Electives (6 hours)
     JMC 500 Photojournalism (3 hours)
     JMC 562 Web Design for Mass Media (3 hours)
     JMC 612 History of Mass Communication (3 hours)
     JMC 641 Web/Online Strategies for JMC (3 hours)
     JMC 678 Organizational Storytelling (3 hours)
     JMC 643 New Media Cultures (3 hours)

Branch Electives (6 hours)
     With advisor's approval, select from available Marshall Graduate courses
     outside of the School of Journalism and Mass Communications Program.

YEAR ONE
Fall Semester - 15 weeks (12 hours)
JMC 606 Digital Storytelling (3 hours)
JMC 640 Design Thinking (3 hours)
JMC Elective (3 hours)
JMC 605 Master's Initiative Network (3 hours)

Spring Semester - 15 weeks (12 hours)
JMC 604 Law (3 hours)
JMC Elective (3 hours)
Branch Elective (3 hours)
JMC 682 Master's Initiative (3 hours)

YEAR TWO
Fall Semester - 15 weeks (6 hours)
Branch Elective (3 hours)
JMC 682 Master's Initiative (3 hours)

Insert page 174 after Area of Emphasis in Health Care Public Relations and before Journalism and Mass Communications Graduate Certificate Programs

Area of Emphasis in Digital Storytelling

The School of Journalism and Mass Communications offers a flexible graduate program in journalism and mass communications with an emphasis in digital storytelling designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional public relations experience.

The MAJ in Digital Storytelling is designed to accommodate students in migrating to evolving digital communication technology. The degree stresses an interdisciplinary approach to the changing communications environment and accommodates professionals needing to rethink traditional media outlets. Students focus on two branches of learning, a larger branch that incorporates media and storytelling, and a smaller branch of a specific discipline selected by the student. An example could be a student wishing to develop media for the health field. The second branch of electives would then be selected from specific health courses that would benefit their Master's Initiative. A science fiction writer with a B.A. in creative writing may wish to use their branch electives to further study a specific science. A journalist may wish to develop a digital brand and choose marketing or business courses for their branch elective. Students consult with their faculty advisor to determine the appropriate path of study.

The Master's Initiative consists of developing a digital product instead of a traditional text based thesis. The Master's Initiative cumulates digital communication, storytelling and design competencies with the branch elective into a fresh and inovative product. Entrepreneurial thinking is encouraged.

A digital storytelling emphasis is a complete online degree designed to complement careers in journalism, public relations, education, librarianship, publishing, business and current media professionals who desire to update their knowledge of computer-based tools or pursue the integration of emerging technologies into their work. Non-degree students are encouraged to enroll in individual courses for personal development or recertification credits.

Curriculum
Core (18 hours required)
JMC 606 Digital Storytelling (3 credit hours)
JMC 604 Law (3 credit hours)
JMC 640 Design Thinking (3 credit hours)
JMC 605 Master's Initiative Network (3 credit hours)
JMC 682 Master's Initiative (6 credit hours)

Required JMC Electives (choose 6 hours from)
JMC 500 Photojournalism (3 hours)
JMC 562 Web Design for Mass Media (3 hours)
JMC 612 History of Mass Communication (3 hours)
JMC 641 Web/Online Strategies for JMC (3 hours)
JMC 678 Organizational Storytelling (3 hours)
JMC 643 New Media Cultures (3 hours)

Required Branch Electives (choose 6 hours from)
With advisor's approval, select from available Marshall Graduate courses outside of the School of Journalism and Mass Communications Program.

W. Page Pitt School of Journalism and Mass Communications
Dr. Corley Dennison, III, Dean
www.marshall.edu/sojmc

JOURNALISM, M.A.J.
Graduate Certificate Programs
Digital Communications
Integrated Strategic Communications
Media Management

Program Description: M.A.J.

Journalism and Mass Communications offers a flexible program designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional media experience. Career interests should include one or more of the following: advertising, broadcast journalism, online journalism, print journalism, public relations, radio-television, sports journalism and journalism education.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at *www.marshall.edu/graduate/admissionsrequirements.asp.*

In addition:

1. Applicants who earned an undergraduate GPA of 3.0 or better must score a minimum of 1200 (255 on GRE scores effective August 2011) on the three combined sections of the GRE.
2. Applicants who earned an undergraduate GPA of 2.5 to 2.99 must score a minimum of 1500 (318 on GRE scores effective August 2011) on the three combined sections of the GRE.

   GRE scores are reported in three areas of verbal, quantitative and analytical writing. The verbal and quantitative sections are scored on a scale of 200 to 800. The analytical writing score is reported on a scale of 0 to 6. Before adding the three sections to determine if the 1200 or 1500 requirements have been met, convert the analytical writing score using the following scale (GRE scores effective August 2011):

0.5 = 67 (14)	2.5 = 333 (71)	4.5 = 600 (128)
1.0 = 133 (28)	3.0 = 400 (85)	5.0 = 667 (142)
1.5 = 200 (43)	3.5 = 467 (99)	5.5 = 733 (156)
2.0 = 267 (57)	4.0 = 533 (113)	6.0 = 800 (170)

3. International student applicants must have a minimum score of 525 on the paper Test of English as a Foreign Language (TOEFL) or 71 on the Internet-based test, or they must complete English as a Second Language.

Program Requirements

Students are required to complete EDF 517 (not required if student completed an acceptable statistics course before enrolling in the master's program); Journalism 600, Proseminar in Mass Communications; Journalism 601, Theory of Mass Communications; and Journalism 602, Mass Communications Research and Methodology, JMC 604, Law and Ethics, and JMC 612, History of American Journalism. In addition students who opt for the thesis track must take JMC 630, Seminar in Media Criticism, and students who opt for the professional track must take JMC 603, Media Management. Completing the core meets the requirement that half of the graduate students' hours be completed at the 600 level. The remainder of each student's program is determined in consultation with and approval from the graduate coordinator.

- International students are not required to take JMC 612, but they must identify, with the approval of the graduate coordinator, an acceptable substitution for their plan of study and for their comprehensive assessment.

- *Plan of Study:* During the first term students must plan with the graduate coordinator a detailed program of courses and discuss other requirements for the Master of Arts in Journalism degree. A *Plan of Study* approved by the student's graduate coordinator must be submitted for approval to the Graduate College Dean before the student registers for his or her 12th semester hour. The Plan of Study is a student's "blueprint" for completing graduation requirements.

- Students are responsible for learning and for meeting all requirements, guidelines and deadlines included in the *Graduate Catalog.*

- Professional track students must complete a minimum of 30 graduate hours (plus any undergraduate courses deemed by the graduate coordinator to be necessary) and the comprehensive examination.

- Thesis track students must complete a minimum of 24 graduate hours (plus any undergraduate courses deemed necessary by the graduate coordinator), a six-credit-hour thesis, and the comprehensive examination.
- A minor consisting of a minimum of six hours in one subject area may be approved by the graduate coordinator.
- Students who enter the master's program without undergraduate preparation in journalism and mass communications and also without any relevant professional experience may be permitted by the graduate coordinator to take all of their coursework in journalism and mass communications.
- A comprehensive written examination is required. The examination is not based exclusively on the specific courses completed but affords the student an opportunity to demonstrate comprehensive knowledge of the major subject. The five-part examination covers proseminar, mass communications theory, research, law and ethics, and journalism and mass communications history. International students may substitute another area of concentration (approved by the graduate coordinator) for history.

Area of Emphasis in Health Care Public Relations

The School of Journalism and Mass Communications offers a flexible graduate program in journalism and mass communications with a health care public relations area of emphasis designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional public relations experience. Career interests should include public relations positions in health care organizations or agencies that work on public relations health care campaigns.

Curriculum

Core (required)

JMC 600–Proseminar in Graduate Studies (3 credit hours)
JMC 601–Theory of Mass Communication (3 credit hours)
JMC 602–Mass Communications Research and Methodology (3 credit hours)
JMC 604–Journalism and Mass Communications Law and Ethics (3 credit hours)
JMC 612–History of Mass Communciation (3 credit hours)

Other required courses:

JMC 620–Public Relations in Health Care (3 credit hours)
JMC 539–Public Relations Campaign Management (3 credit hours)
JMC 501–Multi-Media Writing (required if no JMC background) (3 credit hours)
CL 105–Medical Terminology (required if no backbround in health care) (3 credit hours)
EDF or PSY 517–Statistical Methods/Intermedia Behavioral Statistics (3 credit hours)

Choose the rest from:

JMC 537–Public Relations Writing (3 credit hours)
JMC 641–Web/Online Stategies for Journalism and Mass Communications (3 credit hours)
CMM 574–Health Communication (3 credit hours)
HCA 600–The Health Care System (3 credit hours)
HCA 640–The Health Care Professional or HCA 655–Health Care Marketing (3 credit hours)
JMC 508–Strategic Communications Research (3 credit hours)

Journalism and Mass Communications Graduate Certificate Programs

Journalism and Mass Communications offers graduate certificates in Digital Communications, in Integrated Strategic Communications and in Media Management. Certificates serve students with or without a background in the field but with an interest in newspaper, magazine, television, radio, the internet or converged media, advertising or public relations. Courses are packaged to target specific areas of development that will augment depth of knowledge or skills, help students remain competitive in the job market, advance their careers, or help them pursue personal enrichment. Students may complete a stand-alone certificate or incorporate it into their JMC master's program or other master's programs on campus.

Admission to the certificate programs requires:
- official transcript baccalaureate degree from a regionally accredited college or university,
- an application for admission to a certificate program unless already admitted to a degree program,
- at least a 2.5 undergraduate GPA, and
- a 3.0 graduate GPA if already awarded a master's degree, OR current admission to a Marshall University graduate program

(continued)

Insert page 174 after Area of Emphasis in Health Care Public Relations and before Journalism and Mass Communications Graduate Certificate Programs

Area of Emphasis in New Media Studies

The School of Journalism and Mass Communications offers a flexible graduate program in journalism and mass communications with an emphasis in new media studies designed to accommodate persons with or without an undergraduate degree in journalism and with or without mass communications or professional public relations experience.

The MAJ in New Media Studies is designed to accommodate students in migrating to evolving digital communication technology. The degree stresses an interdisciplinary approach to the changing communications environment and accommodates professionals needing to rethink traditional media outlets. Students focus on two branches of learning, a larger branch that incorporates media and storytelling, and a smaller branch of a specific discipline selected by the student. An example could be a student wishing to develop media for the health field. The second branch of electives would then be selected from specific health courses that would benefit their Master's Initiative. A science fiction writer with a B.A. in creative writing may wish to use their branch electives to further study a specific science. A journalist may wish to develop a digital brand and choose marketing or business courses for their branch elective. Students consult with their faculty advisor to determine the appropriate path of study.

The Master's Initiative consists of developing a digital product instead of a traditional text based thesis. The Master's Initiative cumulates digital communication, storytelling and design competencies with the branch elective into a fresh and inovative product. Entrepreneurial thinking is encouraged.

The New Media Studies emphasis is a complete online degree designed to complement careers in journalism, public relations, librarianship, publishing, business and current media professionals who desire to update their knowledge of computer-based tools or pursue the integration of emerging technologies into their work. Non-degree students are encouraged to enroll in individual courses for personal .

Curriculum
Core (18 hours required)
JMC 606 Depth Reporting (3 credit hours)
JMC 604 Law (3 credit hours)
JMC 640 Design Thinking (3 credit hours)
JMC 605 Master's Initiative Network (3 credit hours)
JMC 682 Master's Initiative (6 credit hours)

Required JMC Electives (choose 6 hours from)
JMC 500 Photojournalism (3 hours)
JMC 562 Web Design for Mass Media (3 hours)
JMC 612 History of Mass Communication (3 hours)
JMC 641 Web/Online Strategies for JMC (3 hours)
JMC 678 Organizational Storytelling (3 hours)
JMC 643 New Media Cultures (3 hours)

Required Branch Electives (choose 6 hours from)
With advisor's approval, select from available Marshall Graduate courses outside of the
School of Journalism and Mass Communications Program.

Department: JMC
Area of Emphasis Title: New Media Studies
Rationale:

The migration of historic and contemporary content into nontraditional media is moving forward at a rapid rate. Libraries are redefining their roles as information providers. The New York Public Library is currently developing interactive content to engage their patrons in using their print collection digitally. The British Library distributes part of their collection though an app subscription thus transitioning a regional distributer into a global publisher. The marketing potential for digital products to reach untapped audiences is accelerating at unpredictable rates. Apple has launched new consumer-targeted apps to support the development of interactive books, and publishers are scrambling to define their position in this changing environment. The technology is available at reachable cost, but there is a basic need to create product and to create something of value. Full editions of contemporary published print books are now available as apps for the iPad and iPhone and course texts are evolving into course packages that include learning tools and interactivity in lieu of current print under glass models. Textbooks can no longer engage an interactive generation with static construction. Scientist and medical professionals understand the need, and are asking for help, in conveying information not only within their disciplines, but to the public as well. Literature and film are integrating multimodal and interactive components within traditional platforms for new products. Mobile devices are redefining the dissemination of news and advertising. The transition of magazine publishing to digital tablets will further the expectations of delivering content not only across platforms, but combining the platforms within one product. With the commercial viability of touch technology, human-centered design is redefining publishing and digital compenticies are of high valued in business and education. The world is mobile and extracting knowledge from a cloud.

There are only a few programs that concentrate on the design and delivery of digital communication products online, and even less from an interdisciplinary approach. This is a unique program for the state of West Virginia. The emphisis in New Media Studies can be completed entirely online and within three semesters as a full time student, yet is designed with flexibility for returning professionals to upgrade their skills at a pace comfortable for them. A heavy emphasis will be placed on creating a digital product in the form of a digital thesis. The first course of order, the Master's Initiative Network is designed to build an online community that will continue with the student throughout the program. Through this course, students will build virtual studios to house their Master's Initiative products and be encouraged to invite fellow students to participate in the development of these products. To help in moving students through the program in a timely manner, and to produce higher quality Master's Initiative products, students will begin engagement in their product immediately through this initial class and continue their Master's Initiative as they complete their course work. The studio will not only serve as a portfolio of the

student's potential, consider by many business and education leaders as a strong and progressive evaluation method, but as a form of program assessment as well.

Digital humanities and entrepreneurship initiatives are moving forward at leading academic institutions. Faculty are encourage to deliver course content and research with multimodal and storytelling techniques. This program will serve as an introduction to an interdisciplinary focused model for a Marshall digital initiative on research, teaching and media product development. Once the new emphasis is approved, NEH (National Endowment for the Humanities - Advanced Topics in Digital Humanities) funding will be considered for enhancing the delivery of the degree in methods honoring the program's mission. The emphasis in New Media Studies will open advanced degree opportunities for media, education and business professionals as they refit their competencies in increasing fluid areas of their professions. It is a step toward preparing students for jobs that are not yet, or just emerging, on the radar. This program will attract librarians, creative writers, journalism, education, advertising, engineering, and public relation graduates and professionals wishing to retool and redefine their skills. It offers K-12 teachers opportunities to enhance their credentials. Graduates from this program can also consider consulting and the potential of opening their own businesses producing digital communication products for others.

The emphasis in New Media Studies is an online graduate degree that engages students in both linear and nonlinear interactive publishing beyond traditional models. It will address the concerns associated with the changing media environment by teaching visual, textual, oratory, auditory and kinetic languages for layered, living communication products. The degree emphasizes the design, development and implementation of disseminating information through emerging technology, business logic and design thinking. "Those who have adapted to the new media and are comfortable writing for and working with a variety of electronic and digital tools will have an advantage in finding new work" (2010-11 US Bureau of Labor Statistics Occupational Outlook Handbook/Media and communications-related occupations).

Changes requested.

Area of Emphasis Rationale =   2nd paragraph, line 7 change non-traditional to digital

Catalog Description = Para starting with The New Media Studies emphasis is... delete education, delete recertification credits.

JMC682MastersInitiative1of2 = fix course number on page 5 Prerequisites: **JMC 605**

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 1

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: SOJMC   Dept/Division: JMC

Contact Person: Chris Ingersoll   Phone: (304) 696-6376

Action Requested

Check action requested: ☒ Addition   ☐ Deletion   ☐ Change

Degree Program MAJ

Area of Emphasis New Media Studies

Effective Term/Year   Fall 20 |13| Spring 20 | | Summer 20 | |

Notifications

Attach a copy of written notification regarding this curriculum request to the following:

1. Statement of Non-Duplication: If this area of emphasis will be similar in title or content to an existing area of emphasis, please send a memo to the affected department/division and include a copy with this packet as well as the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimate of cost and time required to secure these items.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head *Allyson B. Goodman*	Date 11-1-12
Registrar *Roberta Ferguson*	Date 11/1/12
College Curriculum Chair	Date 11/1/12
College Dean *Janet Dooley*	Date 11-1-12
Graduate Council Chair *Christofero*	Date 8-26-13
Provost/VP Academic Affairs *Gayle Ormiston*	Date 9/4/13
President	Date 9/23/13

Form updated 2/2012   Page 1 of 4

1. Please provide a rationale for addition, deletion, change:

See Attached

2. Please describe any changes in curriculum:
   Course number, title, credit hours. Note whether each course is required or optional. Enter NONE if no change.

   See Attached

3. **Additional Resource Requirements:** If your program requires additional faculty, equipment or specialized materials to ADD or CHANGE this Area of Emphasis attach an estimate of the time and money required to secure these items. May attach separate page if needed
   NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

   Not Applicable

4. **NON-DUPLICATION:**
   If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them.
   Enter NONE if not applicable.

   None

For catalog changes as a result of the above action, please fill in the following pages.

5. *Current* Catalog Description

Insert the *Current* Catalog Description and page number from the latest catalog for entries you would like to change.
(May attach separate page if needed)

See Attached

6. *Edits* to the Current Description

Attach a PDF copy of the current catalog description prepared in MS Word with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

7. *New* Catalog Description

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

See Attached

Request for Graduate Addition, Deletion, or Change of Area of Emphasis-Page 4

Please insert in the text box below your Area of Emphasis change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Area of Emphasis Title:
Credit Hours:
Type of Change Requested: *(addition, deletion, change)*
Term to Take Effect: *(Fall, Spring, Summer/Year)*
Rationale:

Department: JMC
Area of Emphasis Title: New Media Studies
Credit Hours: 30
Type of Change Requested: addition
Term to Take Effect: Fall 2013
Rationale: See Attached