Cover Sheet: Request 15613

MMC 2XXX – Journalism, Justice & Social Change

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Theodore Spiker tspiker@jou.ufl.edu
Created	12/16/2020 9:24:36 AM
Updated	12/16/2020 10:04:41 AM
Description of request	Request for permanent course number

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	JOU - Journalism 23040000	Theodore Spiker		12/16/2020
No document changes					
College	Approved	JOU - College of Journalism and Communications	James Babanikos		12/16/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/16/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15613

Info

Request: MMC 2XXX – Journalism, Justice & Social Change
Description of request: Request for permanent course number
Submitter: Theodore Spiker tspiker@jou.ufl.edu
Created: 12/16/2020 9:15:58 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
MMC

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
2

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Introductory

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Journalism, Justice & Civic Change

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Jrnlsm, Justice, Civic Change

Degree Type
Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Covers the intersection between news media and state/local government. Students will analyze how media interacts with societal power structures in ways that in?uence social and racial justice. Students will be exposed to relevant mass communication theories such as agenda-setting and framing. Through analysis of investigative journalism , students will gain a deeper understanding of how to use information to become more effective civic participants.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
None

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student

should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
None

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This is a "media literacy" course that we hope to make part of the MMC minor, so that it is available for students from various majors across campus to have a deeper understanding of media roles, especially as they intersect with government. It will also be available to CJC students.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Students who complete the course will be able to:
•   Describe the process by which news about public affairs is gathered and distributed, and how that process has evolved in the modern era.
•   Assess the credibility of sources of information about civic affairs, and identify the considerations that make a source of news reliable or unreliable.
•   Explain the roles of state and local government actors in the policymaking process, where power resides, and how civic changemakers use information to influence the power structure.
•   Analyze news coverage of public affairs to identify how injustices arise, the role of media and public scrutiny in bringing about change, and the forces that exert pressure for changing and maintaining the status quo.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
No textbooks. Weekly readings may change based on current examples of journalism. Samples listed within weekly schedule.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week 1: The importance of local and state government; why this course matters
MATERIALS TO REVIEW:

- The Roanoke Times: Editorial: Why local government matters
- Oxford Political Review: COVID-19 and the American States: Why State Government Matters

Week 2: Why local and state news matters
MATERIALS TO REVIEW:
- Mary Ellen Klas: Less local news means less democracy
- Christopher Baxter: During the coronavirus crisis, coverage of state capitols is more essential than ever
- Ken Doctor: Newsonomics: What was once unthinkable is quickly becoming reality in the destruction of local news
- Joy Mayer: Need financial support? Talk to your community about the cost of your journalism

Week 3: How to know what's trustworthy; why everyone needs a trusted and trustworthy news source (or several)
MATERIALS TO REVIEW:
? "The Way of Skeptical Knowing: The Tradecraft of Verification," excerpt from "Blur: How to Know What's True in the Age of Information Overload," Bill Kovach & Tom Rosenstiel (pdf)
? News Literacy Project: 10 questions for fake news detection
? Alison Escalante: Research shows how to spot fake news about coronavirus
? Christopher Ingraham: New research explores how conservative media misinformation may have intensified the severity of the pandemic

ASSIGNMENTS: First Journalism & Justice Reflection essay due
Week 4: Voting rights
MATERIALS TO REVIEW:
- Reveal: Voting Matters (film)
- Atlanta Journal-Constitution: Precinct closures harm voter turnout in Georgia, AJC analysis finds

ASSIGNMENTS: Story Impact Report proposal due

WEEK 5: School safety
MATERIALS TO REVIEW:
- Snap Judgment podcast: No one calls me shooter
- The Oregonian: Targeted

Week 6: Housing equity issues
MATERIALS TO REVIEW:
- NBC Bay Area: Kicked out: Investigation into wrongful evictions
- WBEZ-Chicago: Where banks don't lend

ASSIGNMENTS: Design Your Ideal News Source group project due

Week 7: COVID-19 & the U.S. health care system
MATERIALS TO REVIEW:
- Science Friday: The many ways COVID-19 exacerbates pre-existing inequality
- High Country News/KUNM: When federal health care falls short, tribes improvise

WEEK 8: The health care industry and social justice
MATERIALS TO REVIEW:
- MLK50/ProPublica: Methodist Le Bonheur Makes Millions, Owns a Collection Agency and Relentlessly Sues the Poor
- MLK50/ProPublica: Methodist Le Bonheur erases debts of more than 6,500 patients it sued
- ProPublica/New Mexico In Depth: A hospital's secret coronavirus policy separated Native American mothers from their newborns

ASSIGNMENTS: Second Journalism & Justice Reflection essay due

WEEK 9: Equity issues in education
MATERIALS TO REVIEW:
- Milwaukee Journal Sentinel, "Lessons Lost"
- This American Life, "The Problem We All Live With"

WEEK 10: Race, policing and criminal justice
MATERIALS TO REVIEW:
?   ProPublica / Times-Union, "Walking While Black"
WEEK 11: Bias in the courts
MATERIALS TO REVIEW:
•   American Public Media: In the Dark, Season 2

WEEK 12: Environmental (in)justice
MATERIALS TO REVIEW:
•   West Virginia Gazette-Mail: Stirring the Waters: In Southern WV, days without water are a way of life
•   NBCNews.com: Welcome to Uniontown: Arrowhead landfill battle a modern civil rights struggle

ASSIGNMENTS: Third Journalism & Justice Reflection essay due

WEEK 13: Energy, utilities and poverty
MATERIALS TO REVIEW:
?   WUFT: Energy Burden series

Week 14-16: Small-group discussions, reviews of story impact paper

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Weekly discussion posts: (10 points per post, 100 points total, with 2 lowest grades dropped)
Each week, you will be required to write a short post (at least two-three paragraphs) about the readings for that week. Each week's post will list specific questions we want you to answer about that story. The first week and the last week will focus on questions that will help us assess how the class has affected your news consumption habits – complete these assignments and you're guaranteed the full 10 points, no matter how you answer.

Design Your Ideal News Source Group Project: (150 points, due Oct. 12)
You will work in teams of two or three students to produce a description of what you envision as the ideal trustworthy news source. Come up with a name, a logo, and maybe even a home page mock-up for your site (no HTML required – this can be a PDF document). The description should include:
•   A mission statement for the news source, including what topics and levels of government/business your news source will cover
•   What your organization's policies will be for verifying information before publication and for acknowledging/correcting mistakes
•   What characteristics of your site will be designed to increase public trust in its content
•   How you, as the managers, will ensure that the publication provides fair, equitable coverage of all racial, ethnic, religious, geographic and social class groups
•   A discussion of how many staff members you will need, how much these personnel will cost and how you will bring in enough income to cover the organization's expenses. (This isn't meant to be a formal business plan – we just want you to gain an understanding of how much it costs to produce high quality, trustworthy journalism.)

Journalism & Justice Reflection Essays: (3 of them, 100 points each)
For this assignment, we're going to ask you to follow at least one of a variety of news compilations or podcasts, such as Investigative Reporters & Editors' (IRE) Local Matters newsletter, the Reveal podcast, the GroundTruth Project or ProPublica's Local Reporting

Network, and find a story of some significance that addresses a social justice topic of some kind, whether it's related to housing, education, health care, environmental justice, transportation, criminal justice, or some other topic. Three times this semester – Sept. 21, Oct. 26 and Nov. 23. – you'll need to choose a story and write a 2- to 3-page "reflection" essay about the story you chose. For each essay, we'll want you to address at least several of these questions:
-What makes this story/publication/news source trustworthy? What, if anything, would make it more trustworthy?
-What is the problem the story focuses on?
-What state/local policy contributes to the problem?
- What assumptions are being made in this story? Is there a counter-narrative that isn't fully explored that could have been?
-Who has power to change the situation, to solve the problem?
-Who is invested in opposing change?
-What is the role of the journalism in bringing about change?
-What would need to happen for change to occur / what happens next? If citizens wanted to work toward solving this problem, what would they need to do?

Story Impact Paper: (300 points total) Due 12/8
Each student will select a news story/series, podcast or documentary from a list we will provide; all of them will be examples of high quality journalism that examined an important social issue at the state or local level. The purpose of this assignment is to help you see how high quality journalism affects citizens' lives and the operation of state/local government, beyond the function of simply informing people. Relatively early in the semester, you'll submit a proposal for your paper, identifying which story/series/podcast/documentary you wish to examine, what impact you think it had or might have had, and how you will go about determining how the journalist's or journalists' work affected citizens in his/her/their coverage area. (These might include impacts on government policy, impacts on business policy, impacts on community engagement and organization, etc.) The proposal will help us to see whether you understand the requirements of the project so that we can offer advice about assessing its impact. The proposal itself will be worth 100 points. The final report will be worth 200 points (20% of your final grade). More information will be provided in a separate document.

Class Participation: (150 points)
Every student is expected to be an active participant in this class. That means showing up on time, having read or listened to or watched the required materials, asking good questions, respectfully offering your opinions and thoughts on the information presented, etc. Class participation will account for 15% of your final grade.

Grading:
A   94-100%
A- 90-93.95
B+ 87-89.95
B   84-86.95
B- 80-83.95
C+ 77-79.95
C   74-76.95
C- 70-73.95
D+ 67-69.95
D   64-66.95
D- 60-63.95
E   Below 60

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Kim Walsh-Childers
Frank LoMonte

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation

results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes