

This document shows the basic process for creating a CourseMap. Based on a course in a law program, the speech bubbles describe who, the professor or instructional designer, does what in the process.

ciety (Junior Level)

provided by the original syllabus

Concentration Description	Film and electronic media increasingly shape our view of the world. Bring your creative voice to life, and learn to create content, produce, analyze and critique a range of genres. Study the aesthetics and production of film, television, and radio. Within each of three concentrations, you can develop skills in writing, media history and criticism, and professional media production. The major will prepare you for careers in film, television, video, audio, radio and e-	
Applicable Standard	<p>Middle States Commission on Higher Education <i>Standard III: Design and Delivery of the Program</i></p> <p><i>Applicable Criterion: 5b. Outcomes</i></p> <p>Students must demonstrate essential skills including scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with the mission, the general education program also includes the study of values, ethics, and diverse perspectives.</p>	
Catalog Description	Examination and analysis of the ways in which the radio medium has influenced the nation's social and cultural environments since its beginning in the 1920s to the present. Topics include radio's role in community/public service; politics; war; race/ethnicity; gender; family; and religion	
Course length	15 weeks	Delivery Goal: Blended/Hybrid
Assignments	<ul style="list-style-type: none"> • Chapter Reviews • Radio Film Critique Option • Radio Project • In-Class Assignments 	
Assessment	<ul style="list-style-type: none"> • Final Exam • Final Project 	
Textbook	<p>Professor copies assignments, assessments and textbook information from syllabus and pastes into ClearAlignment website.</p> <p>medium in American life.</p> <p>Recommendations (Library)</p> <ul style="list-style-type: none"> • Hilmes, Michele & Loviglio, Jason. (2002). Radio Reader: Essays in the Cultural History of Radio. New York: Routledge. ISBN: 978-0-4159-2821-2 • Hilmes, Michele, (2014). Only Connect: A Cultural History of Broadcasting in the United States (4th ed.). Boston: Wadsworth. ISBN: 978-1-133-30730-3 • Godfrey, Donald & Brinson, Susan (Eds). (2015). Routledge Reader on Electronic Media History. New York: Routledge. ISBN: 978-0-415-82756-0 • Squier, Susan Merrill. (Ed.) (2003). Communities of the Air: Radio Century, Radio Culture. Durham, NC: Duke University Press. ISBN: 978-0-822-33095-0 	

Instructional designer copies / pastes content in this table from University website and syllabus entries entered by Professor

Professor copies assignments, assessments and textbook information from syllabus and pastes into ClearAlignment website.

	<p>Recommended Open Education Resources (OER) Readings</p> <ul style="list-style-type: none"> • <i>Media, Society, Culture, and You</i> (Rebus Pressbook) -- https://press.rebus.community/mscy/ • Media and Culture (Lumen Course) -- https://courses.lumenlearning.com/suny-hccc-massmedia/
Prerequisites	EMF 311 History of Electronic Media
Program Name	Electronic Media and Film
LMS	Blackboard

Instructional designer makes recommendations for Open Education Resources (OER) readings that align with student-centric learning

Professor copies course description and learning objectives from syllabus and pastes into ClearAlignment website.

Changes to the course description, course goal and revised course description, course goal, and student-centric learning objectives.

Course Component	Original Content from Syllabus and School Website	ClearAlignment Recommendations
Course Description	Examination and analysis of the ways in which the radio medium has influenced the national and cultural experience beginning in the past and present. To explore the role of radio in community, politics; war; race; family, and...	As a professional radio programmer, you will benefit from formulating your own ideas about radio programming and cultural impact regarding politics, war/conflict, race, and religion.
Course Goals	Not available	Practice effective communication skills while exploring radio programming's influence and impact on society and culture.
Learning Objectives	<ul style="list-style-type: none"> To demonstrate how radio has impacted society and culture through its programming. To examine and analyze the role of radio for non-mainstream groups of society. To learn how radio has shaped attitudes and perceptions towards various social groups. To learn how various social groups have used radio as their voice to promote their culture and ideas and to counter discrimination and bias. 	<p>Learning Objective #1: Analyze how radio has impacted society and culture through its programming.</p> <p>Learning Objective #2: Evaluate and analyze the positive and negative roles of radio for non-mainstream groups of society.</p> <p>Learning Objective #3: Discuss how radio has contributed to the attitudes and perceptions towards non-mainstream groups of society.</p> <p>Learning Objective #4: Examine how various social groups have used radio to promote their culture and ideas.</p> <p>Learning Objective #5: Explore and report on how radio can be used for shaping attitudes and perceptions.</p> <p>Learning Objective #6: Formulate and support your opinions about how radio programming shapes attitudes and perceptions towards various social groups.</p> <p>Learning Objective #7: Explore and report on how radio programming is used for promoting ideas and countering discrimination and bias.</p> <p>Learning Objective #8: Formulate and support your opinions about how radio programming is used for promoting ideas and countering discrimination and bias.</p>

If no Course Goal was available, instructional designer creates one based on course description and revised learning objectives.

Module 1: Radio Programming - Background and Regulations

Instructional designer aligns modules with standards.

This section aligns Module 1 learning objectives with lecture content, readings, assignments, and with the MSCHE Standard. Also included are optional resources, activities, and assessments using a model for learning and teaching called Open Education Practices.

<p>MSCHE Standard:</p> <p>5b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least <u>oral and written communication</u>, scientific and quantitative reasoning, <u>critical analysis and reasoning</u>, technological competency, and information literacy. Consistent with mission the general education program also include the <u>study of values, ethics, and diverse perspectives</u>.</p>	<p>Module 1: Radio Programming - Background and Regulations Weeks 1-3</p> <ul style="list-style-type: none"> ● Learning Objective #1: Analyze how radio has impacted society and culture through its programming. ● Learning Objective #2: Evaluate and analyze the positive and negative roles of radio for non-mainstream groups of society.
	<p>Lecture Content</p> <ul style="list-style-type: none"> ● Course Intro ● Cultural Studies ● The Golden Age of Radio ● Radio and the New Deal ● FDR's "Fireside Chats" ● Regulation ● Radio Networks ● Commercialization
	<p>Reading and Media Assignments</p> <ul style="list-style-type: none"> ● Chapter 18: "Writing About Radio: A Survey of Cultural Studies in Radio" ● Watch "Radio Days" documentary; "Twilight Zone" ● Chapter 14: "Political Uses: Radio and Politics, 1920-1940" ● Listen to FDR vs. Hoover ● Watch "The King's Speech" ● Chapter 1: "Radio's Covenant: The Regulatory Failure of Minority Ownership of Broadcast Radio Facilities" ● Watch "Talk to Me," "Disappearing Voices," and "Stretch and Bobbito"
	<p>Assignments:</p> <ul style="list-style-type: none"> ● Professor's Weekly Video Messages (mentioned in our conference call) ● Chapter Review # 1 (Radio Film Critique Option) ● Weekly Synchronous Discussion Activities: <i>Pros and Cons Activity</i> and <i>Agreement Circles Activity</i>
	<p>Assessments:</p> <ul style="list-style-type: none"> ● Reflection Activity: Using Padlet.com or Flipgrid.com students post weekly "Know, Want to know, Learn." Students identify what they know about radio, what they want to know, and after reading or instruction, identify what they would still like to learn.

Professor copies names of readings, assignments, lectures and assessments from syllabus and pastes into ClearAlignment website.

Instructional designer aligns measurable learning objectives with readings, lectures, activities and assessments.

Instructional designer makes recommendations for activities and assessments that align with student-centric learning objectives

Resources, Activities and Assessments for Open Education Practices

- In a 1-2-page [reflective discussion](#), explain the role that radio has had in your life. What is your earliest memory of listening to the radio? What has emerged as your favorite genre of radio? What is the primary medium through which you listen to radio programming--in your car, on your phone, from your computer/tablet? What (if any) streaming services do you use to listen? What are your primary reasons for listening to the radio? Has it affected your life in any way? After composing your reflection, create a life [playlist](#) of the most meaningful songs/programs that you've listened to on the radio. Try to include at least 5 items (songs, programs, podcasts, etc.) in your personal playlist.
- Complete a [Creative Commons Image Search activity](#) based on images related to radio in the Golden Age, during the Depression, or involving FDR's "Fireside Chats." Locate CC-licensed images and create a photo essay that can be posted online (an example of a [photo essay](#) about the 10-year anniversary of Hurricane Katrina).
- After watching "Radio Days" or "The King's Speech," compose a [film review](#) that rhetorically analyzes the movie's effectiveness. Consider the film's purpose, its main arguments, the intended audience, and its rhetorical appeals (e.g., ethos, pathos, or logos). For reference, use the following chapter: [The Rhetorical Situation](#). Be sure that your review emphasizes the role that radio broadcasting has in the film.

Instructional designer makes recommendations for activities and assessments using Open Education Resources (OER) that align with

Module 2: Radio Programming’s Role for Non-mainstream Groups of Society

This section aligns Module 2 learning objectives with lecture content, readings, assignments, and assessments and with the MSCHE Standard. Also included are optional resources, activities, and assessments using a model for learning and teaching called Open Education Practices.

<p>MSCHE Standard:</p> <p>5b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least <u>oral and written communication</u>, scientific and quantitative reasoning, <u>critical analysis and reasoning</u>, technological competency, and information literacy. Consistent with mission, the general education program also includes the <u>study of values, ethics, and diverse perspectives</u>.</p>	<p>Module 2: Radio Programming’s Role for Non-mainstream Groups of Society Weeks 4-8</p>
	<ul style="list-style-type: none"> ● Learning Objective #3: Discuss how radio has contributed to the attitudes and perceptions of non-mainstream groups of society. ● Learning Objective #4: Explain how non-mainstream groups have used radio to promote their interests.
	<p>Lectures:</p> <ul style="list-style-type: none"> ● Women and Radio ● Children’s Radio ● Radio and Religion ● Radio news (Hindenburg disaster, WW II coverage) ● “War of the Worlds” broadcast ● FM Radio ● Non-commercial, public radio news and programs ● Advent of TV ● Emergence of Top 40 radio and other formats
<p>Reading and Media Assignments:</p> <ul style="list-style-type: none"> ● Chapter 5: “Speaking for Themselves: How Radio Brought Women into the Public Sphere” ● Watch “Frequency” and “Burns and Allen” ● Chapter 16: “Librarians of the Airwaves: Reading in the Ether” ● Chapter 8: “Speaking of God, Listening for Grace: Christian Radio and Its Audiences” ● Watch “The Next Voice You Hear” ● Watch Hindenburg documentary ● Listen to and watch “War of the Worlds” dramas and Murrow reports ● Chapter 9: “Broadcasting Unionism: Labor and FM Radio in Postwar America” ● Chapter 10: “The Public’s Radio: All Things on the Dial” ● Watch “This American Life” and “A Prairie Home Companion” ● Chapter 7: “Underground Radio: A Voice from the Purple Haze” ● Watch “Radio Unnameable,” “American Graffiti,” “Summer of Love,” “Airheads,” and “FM” 	

Professor uses CourseMap as the design document when organizing course in Blackboard

	<p>Assignment:</p> <ul style="list-style-type: none"> • Professor’s Weekly Video Messages • Chapter Review # 2 (Radio Film Critique Option) • Weekly Synchronous Discussion Activities: <i>Pros and Cons Activity</i> and <i>Agreement Circles Activity</i> • Review for Mid Term Exam <hr/> <p>Assessments:</p> <ul style="list-style-type: none"> • Reflection Activity: "Know, Want to know, Learn." • Mid Term Exam
<p>Resources, Activities and Assessments for Open Education Practices</p> <ul style="list-style-type: none"> • Place yourself into the historical context surrounding the “War of the Worlds” original broadcast. Compose an evening journal entry of an adult who has listened to the broadcast and has been deeply affected by it. Demonstrate the psychological and physical impact the broadcast has had on this individual. • Consider the use of radio as an instrument of news propaganda, especially to drum up support or improve a country’s morale during times of war. This idea of leaders who seemingly “brainwash” citizens through the use of media is sometimes referred to as the “hypodermic needle” method. After listening to some radio broadcasts from World War II, compose a blog posting where you identify any evidence of mass persuasion and analyze its effectiveness. • Create an episode of your own “A Prairie Home Companion,” focusing primarily on the same style of storytelling heard in “News from Lake Wobegon.” Try creating a fictional place--with its own name--and record the story of one of its inhabitants in a 5-10-minute podcast using the free podcasting tool Audacity or the voice recorder on your phone. You can even invite another person as the “subject” of your story or interview. • Locate a Christian radio station in your area. Listen to its programming during the span of a few days; be sure to listen at different times of the day. Using Canva.com, create a profile of the radio station in an infographic. List the various programs, advertising sponsors, editorials, news, and fundraising efforts that you hear or observe. You can peruse the station’s website for this information as well. Feel free to merge images, graphs, and statistics into your infographic. • Considering the course topic of non-commercial public radio, read “The Rise and Fall of Broadcasting as a Commons.” Write a letter that could be sent to your local member of Congress that establishes the importance of the government’s role in keeping radio as a public good free from the interests of powerful media companies. Try using evidence from the article to help support your argument for the preservation of public radio. • In preparation for the Midterm Exam, create 10 sample test questions from your readings and activities thus far in the course. Don’t forget to place a CC-BY license at the bottom of your document so that your professor can employ these questions in future exams. 	

Module 3: Radio Programming’s Role in Shaping Attitudes and Perceptions

This section aligns Module 3 learning objectives with lecture content, readings, assignments, and assessments and with the MSCHE Standard. Also included are optional resources, activities, and assessments using a model for learning and teaching called Open Education Practices.

<p>MSCHE Standard:</p> <p>5b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least <u>oral and written communication</u>, scientific and quantitative reasoning, <u>critical analysis and reasoning</u>, technological competency, and information literacy. Consistent with mission, the general education program also includes the <u>study of values, ethics, and diverse perspectives</u>.</p>	<p>Module 3: Radio Programming’s Role in Shaping Attitudes and Perceptions Weeks 9 -10</p>
	<ul style="list-style-type: none"> ● Learning Objective #5: Explore and report on how radio can be used for shaping attitudes and perceptions. ● Learning Objective #6: Formulate and support your opinions about how radio programming shapes attitudes and perceptions towards various social groups.
	<p>Lecture Content</p> <ul style="list-style-type: none"> ● Race, Ethnicity, and Sexuality
	<p>Reading and Media Assignments:</p> <ul style="list-style-type: none"> ● Chapter 3: “Heard It on the X: Border Radio as Public Discourse and the Latino Legacy in Popular Music” ● Watch “Mr. Rock ‘n Roll”; “LaBamba” and “The Buddy Holly Story” ● Chapter 4: “Voices on the Rez: Native American Radio” ● Watch “Frozen River” and “Skins” ● Listen to KILI-FM and KYUK-AM ● Chapter 6: “The Howl That Could Not Be Silenced: The Rise of Queer Radio”
	<p>Assignment:</p> <ul style="list-style-type: none"> ● Professor’s Weekly Video Messages ● Chapter Review # 3 (Radio Film Critique Option) ● Weekly Synchronous Discussion Activities: <i>Pros and Cons Activity</i> and <i>Agreement Circles Activity</i>
	<p>Assessments:</p> <ul style="list-style-type: none"> ● Reflection Activity: "Know, Want to know, Learn."
<p>Resources, Activities and Assessments for Open Education Practices</p> <ul style="list-style-type: none"> ● You are the new program manager at a recently launched radio station. You’ve been tasked by the ownership to create and plan three new programs that address the racial, ethnic, and gender identity of your market audience. Create a visual/text presentation (in Canva, Prezi, or Google Slides) where you pitch your three programs during a future ownership meeting at the station. You may choose whatever mode for the programs you wish -- talk shows, news programs, podcasts, music and culture profiles, etc. Be sure that your presentation outlines each program’s target audience, the proposed content, future sponsorship details, and the broadcast times. ● In a Problems-based Learning context, with 2-3 peers in your group, choose a problem introduced within the following topics found in Module #3: race, ethnicity, and gender identification. With your group, create a 45-50-minute podcast using the free podcasting tool Audacity that details your chosen problem (often expressed in a series of questions) and provides solutions for solving the issue. This could be achieved in a talk show format, a documentary, a commentary, or a musical compilation. Whatever the format, be sure that your group’s podcast reflects an authentic solution to the problem. 	

Module 4: Radio Programming’s Role in Promoting Ideas and Countering Discrimination

This section aligns Module 4 learning objectives with lecture content, readings, assignments, and assessments and with the MSCHE Standard. Also included are optional resources, activities, and assessments using a model for learning and teaching called Open Education Practices.

<p>MSCHE Standard:</p> <p>5b. Offers a curriculum designed so that students acquire and demonstrate essential skills including at least <u>oral and written communication</u>, scientific and quantitative reasoning, <u>critical analysis and reasoning</u>, technological competency, and information literacy. Consistent with mission, the general education program also includes the <u>study of values, ethics, and diverse perspectives</u>.</p>	<p>Module 4: Radio Programming’s Role in Promoting Ideas and Countering Discrimination Weeks 11 - 15</p>
	<ul style="list-style-type: none"> ● Learning Objective #7: Explore and report on how radio programming is used for promoting ideas and countering discrimination and bias. ● Learning Objective #8: Formulate and support your opinions about how radio programming is used for promoting ideas and countering discrimination and bias.
	<p>Lecture Content</p> <ul style="list-style-type: none"> ● The rise of shock jocks and indecency on the radio ● The Hate Mongers and Talk Radio ● Pirate; Micro-radio and the FCC response ● HD ● Pandora ● Satellite Radio ● Smartphone ● Radio’s Future
	<p>Reading and Media Assignments:</p> <ul style="list-style-type: none"> ● Chapter 11: “Indecency and Radio Programming, 1927 to 2000: A Reflection of Their Times” ● Watch Howard Stern interviews and “Private Parts” ● Chapter 12: “Band of Hate: Rancor on the Radio” ● Chapter 13: “Talk Nation: Turn Down Your Radio” ● Watch “Talk Radio” movie ● Chapter 15: “Community Renegades: Micro-radio and the Unlicensed Radio Movement” ● Watch “Pirate Radio” documentary and feature film ● Chapter 19: “Slow Fade? Seeking Radio’s Future”
	<p>Assignment:</p> <ul style="list-style-type: none"> ● Professor’s Weekly Video Messages ● Chapter Review # 4 (Radio Film Critique Option) ● Weekly Synchronous Discussion Activity: <i>Pros and Cons Activity</i> and <i>Agreement Circles Activity</i> ● Radio Project Presentations (The OPEN problem-based learning activity in Module #3 could replace or represent this semester-end "radio project.") ● Review for Final Exam

	<p>Assessments:</p> <ul style="list-style-type: none"> ● Reflection Activity: "Know, Want to know, Learn." ● Final Exam
<p>Resources, Activities and Assessments for Open Education Practices</p> <ul style="list-style-type: none"> ● Considering the role that radio may have in spreading hate and intolerance, read "Rwanda deports American evangelical pastor accused of hate speech and visa violations." Using this article and the course readings thus far, compose a Top Ten list of the negative effects that hate-filled radio programming can have on a culture or community. ● After viewing the movie <i>Talk Radio</i>, visit Canva.com and create a revised movie poster, using the movie's original poster for inspiration. Try to capture the spirit of the movie--consider the audience that will view your poster and the message that you wish to convey to them. ● Create an Internet meme that encapsulates the effect of talk radio. Think critically about the message that you wish your meme to convey, the audience that you wish to reach, and the reaction you are attempting to elicit. Here's an example of a radio-themed meme. ● After watching his interviews and <i>Private Parts</i>, create a timeline of Howard Stern's career ascent and highlights. As you explore his radio career, be sure to address his ventures in film and book publishing and include images, hyperlinks, or statistics where appropriate. ● In consideration of Radio's New Future, choose one of the four new radio technologies listed and compose a two-page business proposal that could be submitted to a potential investor. Think of the proposal as a "pitch" to the investor, providing the rationale for why your choice of radio technology will have a secure future in your targeted market. Feel free to include potential programming and be sure to outline how the investor's funds will be distributed in your new venture. ● In preparation for the Final Exam, create 10 sample test questions from your readings and activities thus far in the course. Don't forget to place a CC-BY license at the bottom of your document so that your professor can employ these questions in future exams. 	