



- 20. RELATIONSHIP OF THIS COURSE TO TOTAL EDUCATIONAL PROGRAM OF UNIVERSITY.**
- A. What other course or courses (in your department and others) cover subject matter similar to proposed content? (Attach correspondence from departments offering these courses to indicate they have reviewed the new course proposal materials.)  
None
  - B. Will this course replace a course now offered? Yes  No  If yes, which course(s)? \_\_\_\_\_
  - C. Has this course been offered as a topics course? Yes  No  If yes, which semester and year? \_\_\_\_\_
  - D. Will this course be offered through College of Extended Studies **ONLY**? Yes  No   
If yes, see the College of Extended Studies Web site at: <http://www.ces.sdsu.edu/Pages/Engine.aspx?id=800>
  - E. Is course being proposed in response to academic review or accreditation recommendations? Yes  No   
If yes, explain fully.

- 21. JUSTIFICATION (Use sentence fragments.)**
- A. Need for course.  
No course in curriculum addresses messages holistically. Nothing in Curriculum addresses independent and interdependent effects on communication. Employment in many media-related occupations demands ability to understand/apply principles of message interpretation and design.
  - B. Justify level of course (a justification for all 500-level courses is required by Graduate Council).
    1. Introduce students to structural and functional aspects of communication messages.
    2. Enhance student skill in communication messages: creation, reception, interpretation.
  - C. Justify Cr/NC only grading (if applicable).  
Upper division required course. Should be taken before other upper division electives.
  - D. Justify if no prerequisite(s) for 300- through 700-level courses.  
N/A

- 22. STUDENT LEARNING OUTCOMES.** Succinctly describe the 5-7 most important competencies or capabilities students will develop in this course, numbered sequentially. **For 300-numbered courses or above and all proposals for GE courses, star those outcomes that will satisfy GE writing requirements.**
- MEDIA 335 students will be able to:
1. Compare and contrast major types of human message systems.
  2. Recognize some of the implications of major types of human message systems for addressing typical communications opportunities and problems.
  3. Classify types of verbal and non-verbal messages and distinguish the characteristics of these types.
  4. Analyze and interpret evidence of functional communications outcomes in authentic "face-to-face" encounters.
  5. Interpret and critique evidence-based research findings regarding cultural, gender, and "innate" differences in message encoding and decoding.
  6. Use cognitive processing theory and allied theories and models to explain and predict phenomena associated with encoding, decoding, transmission, and storage of human messages.

**23. NEEDS MET BY COURSE.**

A. Will this course satisfy requirements for:

Major  Emphasis  Minor  G.E.  Writing Requirement

Other (please specify) \_\_\_\_\_

B. Has Program Change form been submitted to make necessary change? (indicated in 23A above)

Yes  No  If no, why not:

C. List courses for which this course will be required as a prerequisite:

Communication 415 and 530

D. Have Course Change forms been submitted to make prerequisite changes? Yes  No

E. List which other departments or programs will use this course:

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**24.** List the anticipated textual materials and relevant references. **Include publication dates and publisher.** Provide justification for using textual materials that are not current.

DeVito, Language Concepts and Processes, 2003, Prentice Hall.

McKay, David and Fanning, Messages: The Communication Book, 1993, New Harbinger Publishing.

Millar and Millar, Messages and Myths, 1986, Alfred Publishing Co.

**25.** For 300-numbered courses or above, describe the required writing component of this course (if no writing component is required, please state justification).

Prepare a short (~2,500 words) manuscript summarizing, interpreting, synthesizing, and exploring the implications of research articles selected from those designated by the instructor.

**26.** GRADING STANDARDS. Describe weights assigned to various coursework components as percentages of the student's final grade.

Each graded assignment will constitute a predetermined percentage of the course grade. The usual "A" through "F" scale will be employed, with the following breakdown: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F. Grading standards to be consistent with university policy as stated in the General Catalog and Graduate Bulletin. Assignments and their respective weights will be: Midterm (essay)20%; Final (essay) 20%; Computer simulation 10%; Field notebooks 30%; Class participation, 20%.

**27.** SPECIAL REQUIREMENTS.

A. For 500-numbered courses, specify any special assignments for graduate students.

While requirements are the same for graduate and undergraduate students, graduate students will be held to a higher standard for grading purposes on each of the class assignments.

B. For 500-numbered courses, if grading standards and weights are identical for graduate and undergraduate students, please justify.

Material in this course is not duplicated by any graduate class, so graduate students have no advantage over undergraduate students. Most graduate students come into the program without either the proposed class or the introductory class.

**28. A: COURSE DESIGN AND CONDUCT**

Include subjects to be covered and approximate time devoted to each.

- I. Communication Messages: Defined and Delineated (1 week)
  - A. Substructure signs/signals/symbols
  - B. Contrasting message systems
    - 1. digital/analogic,
    - 2. left hemispheric/right hemispheric
    - 3. linguistic/nonlinguistic
    - 4. written/oral
    - 5. face-to-face/mediated
- II. Nonverbal Messages (2 weeks)
  - A. Message characteristics
  - B. Message development
    - 1. phylogeny (history of development within species)
    - 2. ontology (history of development within individuals)
  - C. Theoretical positions
- III. Verbal Messages (2 weeks)
  - A. Message characteristics
  - B. Message development
    - 1. phylogeny
    - 2. ontology
- IV. Functional Outcomes (2 weeks)
  - A. Interrelationships between verbal and nonverbal messages
    - 1. redundancy
    - 2. substitution
    - 3. accenting
    - 4. contradictory
    - 5. regulatory
  - B. Goal accomplishment
    - 1. information sharing
    - 2. affect expressing
    - 3. describing
    - 4. persuading
    - 5. ritualizing
    - 6. entertaining
    - 7. role orienting
    - 8. relationally defining
- MIDTERM EXAMINATION
- V. Cognitive Processes Relevant to Message Function (2 weeks)
  - A. Message transmission
    - 1. message creation/encoding
    - 2. message comprehension/decoding
  - B. Message storage
    - 1. selectivity process
    - 2. retention factors
  - C. Message schemata and international scripts
- VI. Human Message Systems (2 weeks)
  - A. Unique characteristics
  - B. Commonalities with message systems of other animals
- VII. Male/Female Differences in Message Encoding/Decoding (2 weeks)
  - A. Empirically demonstrated nonverbal differences
  - B. Empirically demonstrated verbal differences
  - C. Critique/Interpretation of research findings focusing on:
    - 1. cultural differences
    - 2. innate differences
- VIII. Ethical Message Use: Lying and Deception (2 weeks)
  - A. Characteristics of deceptive messages
  - B. Accomplishment of deception
  - C. Ethical implications of deception
- FINAL EXAMINATION

**28. B: COURSE DESIGN AND CONDUCT**

For at least three of the numbered learning outcomes listed in #22, briefly describe the activities expected to result in each outcome and the means by which each outcome will be measured.

Outcomes 1-3: These will be taught through a combination of live lecture, streaming video and audio files (documentaries, news, demonstrations, and "guest" lectures). Assigned texts will be used selectively and supplemented by topical articles. Outcomes 1 and 2 will be measured with multiple-choice items and short-answer items on a mid-term exam.

Outcome 3 will also be tested in this way, but the students will be asked to classify video/audio examples displayed during the exam session.

Outcome 4: Using a provided log form and the taxonomy introduced in lectures and readings, pairs of students will each independently analyze a video/audio from a set of recordings designated by the instructor. Then the paired students will exchange and critique each other's logs, discuss differences, and revise-improve their classifications. They will each submit their revised logs for separate grading, identifying a one-minute segment for detailed examination by the instructor.

Outcomes 5 & 6: Using selected articles from a master set designated by the instructor, and guiding questions prepared by the instructor, students will contribute electronic forum commentaries on the articles, interpreting results, critiquing methods, and citing and quoting sources to support their arguments. They will also post constructive comments on other student commentaries. To be graded credit/no credit based on spot checks with an option for students to show cause why they should receive credit if it has been initially denied.

Outcome 7 (satisfies writing requirement): Students will extend and rework their forum commentaries into a short manuscript, acknowledging the contributions of other forum participants with appropriate attributions and direct quotes. The grading rubric will be based on compliance with guidelines from the Publication Manual of the American Psychological Association, appropriate application of course ideas and concepts, coherence and organization, and appropriate attribution of ideas derived from other sources including forum participants.