

Washtenaw Community College Comprehensive Report

PLS 220 Politics and the Media Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Social Sciences

Discipline: Political Science

Course Number: 220

Org Number: 11750

Full Course Title: Politics and the Media

Transcript Title: Politics and the Media

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: The syllabus for PLS 220 has not been reviewed since 2009.

Proposed Start Semester: Fall 2019

Course Description: In this course, students critically examine the role of the mass media in shaping American political life, focusing on the historical development of the mass media in American society, the economic and political forces that shape news coverage of political leaders and institutions, the influence of the mass media on the American public and normative assessments of how well the media promotes public deliberation in a democracy.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

PLS 112 minimum grade "C-"

General Education**MACRAO**

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Describe the historical development and technological changes in the mass media environment in the U.S.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the outcome-related questions

Who will score and analyze the data: Departmental faculty

2. Articulate the role of the mass media in the United States.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the outcome-related questions

Who will score and analyze the data: Departmental faculty

3. Identify the factors influencing media content in and outside of the U.S.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the outcome-related questions

Who will score and analyze the data: Departmental faculty

4. Articulate the interaction of the news media profession and government officials/politicians/campaigners.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the outcome-related questions

Who will score and analyze the data: Departmental faculty

5. Identify the effects of the news media on the public's perceptions of the political world.

Assessment 1

Assessment Tool: Departmental exam

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key and departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the outcome-related questions

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Identify the role the mass media play in democratic and non-democratic political systems.
2. Describe the functions of the mass media.
3. Apply models of the news making process (i.e., the mirror, professional, political and economic models) to explain contemporary news coverage.
4. Identify the government regulatory environment under which the media operate in the United States and the effects of this environment on the news product.
5. Describe ownership, regulation and control pattern in other countries and assess their consequences for their media product.
6. Describe how the First Amendment, as interpreted by the Supreme Court, both protects and limits freedom of the press.
7. Describe the demographic and political backgrounds of American journalists and how these characteristics affect news reporting.
8. Explain the concept of media "gatekeeping."
9. Identify the effects of gatekeeping on the news product.
10. Describe the adversarial relationship between politicians and the press, and explain the reasons for this relationship.
11. Identify the strategies journalists and politicians employ as they attempt to manipulate information to their own public advantage.
12. Describe how the news media cover the executive branch.
13. Evaluate how individual members of Congress attempt to manipulate and control political information.
14. Describe how the news media cover the judicial branch.
15. Explain how news coverage of the judicial branch differs from coverage of the executive and legislative branches, and identify the consequences of these differences.
16. Describe how the news media cover state and local affairs.
17. Explain the differences between political markets and media markets and the consequences of these differences for the quantity and quality of state and local news coverage.
18. Describe how the news media cover the legislative branch.

19. Identify how state and local news coverage differ from national news coverage, and explain why they differ.
20. Evaluate White House strategies to manipulate and control political information.
21. Identify differences in audiences for foreign and domestic news.
22. Apply models of the news-making process to the reporting of foreign affairs and wars.
23. Describe the quality of foreign news coverage.
24. Compare news coverage of foreign affairs in U.S. and non-U.S. news outlets.
25. Assess the impact of foreign news coverage on public officials and public opinion.
26. Describe the practice of investigative journalism.
27. Identify the ethical considerations of investigative journalism.
28. Identify how journalists can affect the policy agenda.
29. Identify how news media could cover elections.
30. Apply models of news making to explain the quality and quantity of information provided to the American public in election coverage.
31. Critique journalists' claims of political objectivity in election reporting.
32. Trace the historical development of televised debates in elections in the United States.
33. Describe the role of political advertising and its consequences in elections in the United States.
34. Identify the consequences of the news media's role in elections in the United States.
35. Explain the role of the media in political socialization, and apply it to their own upbringing.
36. Describe the agenda setting effects of the mass media.
37. Identify the effects of the media on political learning and behavior.
38. Trace developments in the new media technologies, and assess their consequences for the political system.
39. Critically evaluate the news media's contribution to the quality of public deliberation in the United States.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Donna Wasserman</i>	<i>Faculty Preparer</i>	<i>Aug 08, 2019</i>
Department Chair/Area Director: <i>Gregg Heidebrink</i>	<i>Recommend Approval</i>	<i>Aug 15, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 24, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 17, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Oct 18, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 18, 2019</i>

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

PLS 220

For help screens, select a field and press F1

SECTION I. SUBMISSION INFORMATION

1. **Course:** (Enter proposed discipline, number & title here.)
Discipline/No: PLS 220 **Title:** Politics and the Media **Start Term** Fall 2003
 Banner allows only 29 characters and spaces, for the title. Longer titles will have to be abbreviated.

Division Code: HHS Department Code: SSCD Org #: 11740 Don't publish: in College Catalog
 in Time Schedule on Web Page

2. **Type of Approval:** (applies to both new courses and changes)
 Full Approval
 Conditional Approval
 This proposal previously received conditional approval for the term: _____

3. **Reason for Submission:** This Course is being submitted for: (check all that apply)
 New Course Approval (Skip 4 and go directly to 5.)
 Five-year Syllabus Review No changes to course (Submit complete syllabus)
 Major Change(s) (Submit complete syllabus)
 Minor Change(s)* (For fully approved courses, submit revised sections only.)
 Reactivation of Inactive Course
 Inactivation (Submit this page only.)
 *If requesting a change to a course that has conditional approval, please submit a complete syllabus.

4. **Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

Minor Changes	Major Changes (will be reviewed by Curriculum Committee.)
<input type="checkbox"/> Course Discipline/Number (was _____)	<input type="checkbox"/> Credit hours (credits were: _____)
<input type="checkbox"/> Course Title (was _____)	<input type="checkbox"/> Change in Grading Method
<input type="checkbox"/> Course Description	<input type="checkbox"/> Total Contact Hours (total contact hours were: _____)
<input type="checkbox"/> Class Capacity (was: _____)	<input type="checkbox"/> Approval for offering an Honors Section (Attach Approval Form.)
<input type="checkbox"/> Pre or Co-requisites	<input type="checkbox"/> Approval for offering Distance Learning Sections (Attach Distance Learning Approval Form)
<input type="checkbox"/> Course Objectives (minor changes)	<input type="checkbox"/> General Education Distribution Course: Add <input type="checkbox"/> Remove <input type="checkbox"/>
<input type="checkbox"/> Distribution of Contact Hours (contact hours were: lect: _____ lab _____ clin _____ other _____)	(Attach General Education Course Approval Form)
<input type="checkbox"/> Other	<input type="checkbox"/> Pre or Co-requisites (that affect other departments)

5. **Rationale:** (for new course or course change) Changes are being made in response to data from Assessment: yes no
 The mass media play an increasingly powerful role in many aspects of American politics and society. The media are the dominant source of politically relevant information in our democracy. It is essential for our students to understand the relationship between media institutions and political institutions and learn to critically analyze the quality of information presented to them by the media.

SECTION II. SIGNATURES

1. **Department Review** (To be completed by department chair)
 Will any new resources be required? No, none anticipated Yes (If yes, attach list with projected costs)
 You must consult all departments that may be affected by this course. List departments contacted below and attach relevant documents.

Does the department support approval of this course? yes no (if no, initial and return to preparer with rationale.)

Print: Donna Wasserman Signature Donna Wasserman Date: 3/21/2003
 Faculty/Preparer

Print: Gregg Heidebrink Signature Gregg Heidebrink Date: 3-24-03
 Department Chair

2. **Division Review** (To be completed by division dean; if recommendation is no, initial and return to department with rationale.)
 Is this a curricular priority for your division? yes no (Comment _____)
 What is the estimated enrollment? _____

Recommendation Yes No [Signature] Date: 03/24/03
 Dean's/Administrator's Signature

3. **Curriculum Committee Review** (Attach additional comments if necessary and forward to Executive Vice President.)
 Recommendation Yes No Ruth A. Studier Date: 3/27/03
 Curriculum Committee Chair's Signature

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)
 Approval Yes No Wayne M. Palocz Date: 3/28/03
 Vice President's Signature

ACS Code 113 Entered in Banner 4/2 PROCESSED Log File 4/2
 Approved for General Education Area/Group _____ Syllabus Date 200301
 MAY 09 2003

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

PLS 220

SECTION III. COURSE SYLLABUS

For help screens press F1.

A. COURSE DETAILS (Start with #1.)

Discipline & No.: PLS 220 **Title:** Politics and the Media

Course and title will automatically appear above upon saving or previewing

1. Description: (Please be brief. Explain acronyms if used.)

"Politics and the Media" is an introduction to the role of the mass media in the political process. This course critically examines the role of the mass media in shaping American political life, focusing on the historical development of the mass media in American society, the economic and political forces that shape news coverage of political leaders and institutions, the influence of the mass media on the American public, and normative assessments of how well the media promote public deliberation in a democracy.

2. Credit Hours: <u> 3 </u> If Variable credit, Give Range: _____ to _____ credits If repeatable for credit, how many times _____	3. Contact Hours per Semester: Lecture: <u> 45 </u> Lab: _____ Clinical: _____ Other: _____ Total Contact Hours: <u> 45 </u>	4. Class Capacity: <u> 30 </u> (If nonstandard, attach Class Capacity Exception form.)	5. Course Options: <input type="checkbox"/> Distance learning (Attach DL Form) <input type="checkbox"/> Honors (Attach Honors Addendum.) <input type="checkbox"/> P/NP Grading
---	--	---	--

6. Prerequisite(s) and/or "C"	Course	Min Grade	*Concurrent Enrollment	Test Name	Min. Score	**Level "Y"	I	II	Other Prerequisites
<input type="checkbox"/>	PLS 112	C-	<input type="checkbox"/>	_____	_____	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____

* Can take prerequisite before or concurrently with this course.
 **Level I is enforced in Banner; Level II is enforced by instructor on 1st day of class.

8. Course Purpose: <input type="checkbox"/> Program Requirement <input checked="" type="checkbox"/> General Education <input type="checkbox"/> Program Support <input type="checkbox"/> Basic Skills/Developmental <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> Industry/Professional Dev <input type="checkbox"/> Enrichment	If a program requirement, specify the program(s) _____ _____ _____	Please send syllabus for Transfer evaluation to: <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UM <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Accepted for transfer: (attach documentation) <input type="checkbox"/> EMU _____ <input type="checkbox"/> UM _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
--	--	--	---

9. Terms Course will be offered:		Day	Eve	Even years only	Odd years only
Terms	Session Length (e.g. 15 weeks, 1st 7½ weeks, etc.)				
<input checked="" type="checkbox"/> Fall	<u> 15 weeks </u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Winter	<u> 15 weeks </u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Spr/Summer	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. Add additional numbers as needed. (This section is unprotected so that you can cut and paste from other documents.)

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

PLS 220

MAJOR INSTRUCTIONAL UNIT 1:

The Role and Function of the Mass Media in Politics and Government

Unit Objectives:

1. Students will identify the role the mass media play in democratic and non-democratic political systems.
2. Students will describe the functions of the mass media.
3. Students will apply models of the news making process (i.e., the mirror, professional, political, and economic models) to explain contemporary news coverage
4. Students will critique news coverage of politics according to standards identified as important for democratic political systems.

MAJOR INSTRUCTIONAL UNIT 2:

Ownership, Regulation, and Guidance of Media

Unit Objectives:

1. Students will trace the relationship between media institutions and political institutions in a historical context.
2. Students will explain the implications of private versus public ownership of the media.
3. Students will identify the government regulatory environment under which the media operate in the United States and the effects of this environment on the news product.
4. Students will describe ownership, regulation, and control pattern in other countries and assess their consequences for their media product.

MAJOR INSTRUCTIONAL UNIT 3:

Press Freedom and the Law

Unit Objectives:

1. Students will identify rights of access to the media in the United States.
2. Students will describe differences in rights of access to public versus private information sources.
3. Students will explain the tension between individual rights of privacy and the public's right to know.
4. Students will identify the protections and limits of free speech under the First Amendment.
5. Students will discuss how the Supreme Court attempts to balance First Amendment rights against the competing needs to preserve order and preserve the state.
6. Students will describe how the First Amendment, as interpreted by the Supreme Court, both protects and limits freedom of the press.

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

PLS 220

MAJOR INSTRUCTIONAL UNIT 4:
News Making and News Reporting Routines

Unit Objectives:

1. Students will describe the demographic and political backgrounds of American journalists and how these characteristics affect news reporting.
2. Students will explain the concept of media "gatekeeping."
3. Students will identify the effects of gatekeeping on the news product.
4. Students will critically evaluate how news making and reporting routines affect the news they see, hear, and read every day.

MAJOR INSTRUCTIONAL UNIT 5:
The Adversarial Relationship of Politicians and Journalists

Unit Objectives:

1. Students will describe the adversarial relationship between politicians and the press and explain the reasons for this relationship.
2. Students will identify the strategies journalists and politicians employ as they attempt to manipulate information to their own public advantage.
3. Students will describe how the news media cover the executive branch.
4. Students will evaluate White House strategies to manipulate and control political information.
5. Students will describe how the news media cover the legislative branch.
6. Students will evaluate how individual members of Congress attempt to manipulate and control political information.
7. Students will describe how the news media cover the judicial branch.
8. Students will explain how news coverage of the judicial branch differs from coverage of the executive and legislative branches and identify the consequences of these differences.

MAJOR INSTRUCTIONAL UNIT 6:
Covering State and Local News

Unit Objectives:

1. Students will describe the news media cover state and local affairs.
2. Students will explain the differences between political markets and media markets and the consequences of these differences for the quantity and quality of state and local news coverage.
3. Students will identify how state and local news coverage differ from national news coverage and explain why they differ.
4. Students will evaluate the quality of state and local news coverage in their own news sources.

MAJOR INSTRUCTIONAL UNIT 7:
News Coverage of Foreign Affairs and Wars

Unit Objectives:

1. Students will identify differences in audiences for foreign and domestic news.
2. Students will describe how the foreign news product is made.
3. Students will apply models of the news making process to reporting of foreign affairs and wars.
4. Students will describe the quality of foreign news coverage.
5. Students will compare news coverage of foreign affairs in U.S. and non-U.S. news outlets.
6. Students will assess the impact of foreign news coverage on public officials and public opinion.
7. Students will explain the relationship between the media and government officials during times of war and trace how the relationship has changed over time.

MAJOR INSTRUCTIONAL UNIT 8:
The Media as Policy Makers

Unit Objectives:

1. Students will trace the history of muckraking journalism in the United States.
2. Students will describe the practice of investigative journalism.
3. Students will identify the ethical considerations of investigative journalism.
4. Students will classify journalists as neutral observers versus political activists using investigative journalism case studies.
5. Students will identify how journalists can affect the policy agenda.
6. Students will describe the conditions under which the media play a role in the public policy process.

MAJOR INSTRUCTIONAL UNIT 9:
Media and Elections

Unit Objectives:

1. Students will identify how news media could cover elections.
2. Students will analyze the content of news coverage of elections in order to classify news media coverage of elections in the United States.
3. Students will apply models of news making to explain the quality and quantity of information provided to the American public in election coverage.
4. Students will critique journalists' claims of political objectivity in election reporting.
5. Students will trace the historical development of televised debates in elections in the United States.
6. Students will describe the role of political advertising and its consequences in elections in the United States.
7. Students will identify the consequences of the news media's role in elections in the United States.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

PLS 220

MAJOR INSTRUCTIONAL UNIT 10:
Media Influence on Attitudes and Behavior

Unit Objectives:

1. Students will explain the role of the media in political socialization and apply it to their own upbringing.
2. Students will describe theories of "uses and gratifications" and apply these theories to news story selection.
3. Students will name and describe information-processing theories.
4. Students will define media effects on the public's knowledge of and attitudes about politics.
5. Students will describe the agenda setting effects of the mass media.
5. Students will identify the effects of the media on political learning and behavior.
6. Students will classify the differential effects of print and broadcast news on political attitudes, learning, and behavior.

MAJOR INSTRUCTIONAL UNIT 11:
Media and Public Deliberation

Unit Objectives:

1. Students will describe citizens' attitudes about the role of the media in the political system and trace how these attitudes have changed over time.
2. Students will identify the implications of public attitudes about the media for the political system.
3. Students will trace developments in new media technologies and assess their consequences for the political system.
4. Students will critically assess the consequences of media-political relationships for the political system.
5. Students will critically evaluate the news media's contribution to the quality of public deliberation in the United States.

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

PLS 220

C. INSTRUCTIONAL OBJECTIVES

DIRECTIONS: Use student outcomes-based language. (Example: Upon visiting a gravel pit students will observe, analyze and describe in one page the weathering processes.) Units should match those listed in Section B.

Please see previous pages.

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

PLS 220

D. INSTRUCTIONAL METHODS, EVALUATION CRITERIA, AND ASSESSMENT

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

<input checked="" type="checkbox"/> Lecture/Discussion _____	<input type="checkbox"/> Performances _____
<input type="checkbox"/> Clinical Instruction _____	<input type="checkbox"/> Group Critiques _____
<input type="checkbox"/> Laboratory Assignments _____	<input type="checkbox"/> Field Trips _____
<input checked="" type="checkbox"/> Internet Assignments _____	<input type="checkbox"/> Telecourse _____
<input type="checkbox"/> Computer Simulations _____	<input type="checkbox"/> ITV Course _____
<input type="checkbox"/> On-Site Work Experience _____	<input type="checkbox"/> Self-Paced Instruction _____
<input type="checkbox"/> Team Assignments _____	<input type="checkbox"/> Other _____
<input type="checkbox"/> Demonstrations _____	<input type="checkbox"/> Other _____

2. Evaluation Criteria:

<input checked="" type="checkbox"/> Attendance _____	<input checked="" type="checkbox"/> Quizzes _____
<input checked="" type="checkbox"/> Class Discussion _____	<input checked="" type="checkbox"/> Tests _____
<input checked="" type="checkbox"/> Papers _____	<input type="checkbox"/> Midterm _____
<input type="checkbox"/> Portfolios _____	<input checked="" type="checkbox"/> Final Exam _____
<input type="checkbox"/> Projects _____	<input type="checkbox"/> Presentations _____
<input type="checkbox"/> Reports _____	<input type="checkbox"/> Individual Performance _____
<input type="checkbox"/> Clinical Assignments _____	<input type="checkbox"/> Group/Team Performance _____
<input checked="" type="checkbox"/> Home Work _____	<input type="checkbox"/> Other _____

3. Assessment of Student Achievement: (Indicate methods that will be used for NCA mandated assessment of student academic achievement at the course and (if applicable) general education levels)

<input type="checkbox"/> Departmental Exam _____	<input checked="" type="checkbox"/> Pre-test/Post-test _____
<input type="checkbox"/> Follow-on Tracking _____	<input type="checkbox"/> Simulations _____
<input type="checkbox"/> Standardized Test _____	<input type="checkbox"/> Comprehensive Project _____
<input type="checkbox"/> Portfolio Assessment _____	<input type="checkbox"/> Other _____

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

<input type="checkbox"/> Lab equipment _____	<input type="checkbox"/> ITV Classroom _____
<input type="checkbox"/> Computer Lab _____	<input type="checkbox"/> Off-Campus Sites _____
<input checked="" type="checkbox"/> CD ROM's _____	<input type="checkbox"/> Testing Center _____
<input checked="" type="checkbox"/> Data Projector/Screen _____	<input checked="" type="checkbox"/> Other Classroom Computer/Internet _____
<input checked="" type="checkbox"/> VCR _____	<input type="checkbox"/> Other _____
<input checked="" type="checkbox"/> TV Monitor _____	<input type="checkbox"/> Other _____

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

PLS 220

2. Texts: (Please indicate if no text is required.)

Title: Mass Media and American Politics (6th ed.)
Author: Doris Graber Copyright Yr: 2001
Publisher: Congressional Quarterly Press Est. Cost: \$46.95

Title: Who Deliberates? Mass Media in American Democracy
Author: Benjamin Page Copyright Yr: 1998
Publisher: Univ. of Chicago Press Est. Cost: \$11.00

Title: Out of Order
Author: Thomas Patterson Copyright Yr: 1994
Publisher: Vintage Books Est. Cost: \$14.00

Title: _____
Author: _____ Copyright Yr: _____
Publisher: _____ Est. Cost: _____

Additional Texts:

3. Supplies and/or Uniforms students will have to Acquire: (e.g. calculators, uniforms, tools, etc.)

Descriptions	Cost Estimates
_____	_____
_____	_____
_____	_____

4. Reference Materials that will be used: (e.g. journals, books, manuals, maps, LRC reserves, etc.)

Title/Name	Location
_____	_____
_____	_____

5. Computer Software that will be used:

Title/Name	Location
_____	_____
_____	_____

6. Audio/Visual Materials that will be used: (e.g. films, video tapes, slides, audio tapes, CDs, etc.)

Title/Name	Location
_____	_____
_____	_____