Texas A&M University

Core Curriculum Cover Sheet

*Initial Request for a course to be considered for the Fall 2015 Core Curriculum*

1. This request: is submitted by (department name): **Communication**

2. Course prefix and number: **COMM 340**

3. Texas Common Course Number: **N/A**

4. Complete course title: **Communication and Popular Culture**

5. Semester credit hours: **3**

6. This request: is for consideration in the following Foundational Component Area:

   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☐ Language, Philosophy and Culture
   - ☑ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   - ☐ Yes
   - ☑ No

8. How frequently will the class be offered? **Each semester**

9. Number of class sections per semester: **1 or 2**

10. Number of students per semester: **50-150**

11. Historic annual enrollment for the last three years: **71 55 180**

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

13. Submitted by:

   **Zesty B. Dunsey**

   **Date:** 10/10/16

   **Approvals:**

   **Department Head**

   **Date:** 6/11/16

   **College Dean/Designee**

   **Date:** 10/13/16

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

*See form instructions for submission/approval process.*
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Initial Request for a Course Addition to the Fall 2017 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

COMM 340, Communication and Popular Culture, will provide students the opportunity to engage in a broad, analytical survey examining the role popular culture plays in shaping American culture. Students will examine a host of artifacts—such as television shows, movies, magazines, comic books, architecture, technological devices, advertising, and other creative works of art—and employ various rhetorical and critical theories to uncover how those artifacts communicate and influence our understanding of gender, race, ethnicity, and other cultural markers in 21st century America. This course will also allow students to become better versed in historical and social contexts in which these artifacts exist. With exams that test students' knowledge of the creative and visual power of popular culture, and assignments that call upon their ability to synthesize theoretical orientations to explain the influence of manufactured artifacts on national culture, students will become better consumers of information as they learn how we use those artifacts, and how we are used by them as well.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

LEARNING OUTCOMES

• Explain how several rhetorical and critical methodologies work
• Apply those methodologies to a broad number of texts critically
• Interpret how those methodologies explain the persuasive potential of those texts

HOW Addressed

• Students will read various articles and textbook chapters to acquaint them with the varied theoretical positions that will allow them the means to analyze critically popular culture artifacts.
• Students will examine an array of varied artifacts, discuss the possible meanings of those texts in class discussions and small groups, in conjunction with class lectures.

ASSESSMENT

• Students will demonstrate their ability to identify, analyze, and evaluate persuasive elements of popular culture artifacts through 3-4 exams, individual assignments, and/or group assignments that call upon their skills as rhetorical critics.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

LEARNING OUTCOME

• Articulate argumentative positions identifying the persuasive power of popular culture artifacts through written, visual, and oral communication.
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HOW ADDRESSED
• Students will present their argumentative positions, along with example artifacts, in class presentations and/or in written assignments.

ASSESSMENT
• A rubric outlining students' responsibility when presenting their analysis to the class will be employed.
• A rubric outlining students' responsibility when writing their analysis will be employed.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

LEARNING OUTCOMES
• Work cooperatively in explaining how several rhetorical and critical methodologies work
• Work cooperatively to apply those methodologies to a broad number of texts critically
• Work cooperatively in learning how to interpret how rhetorical and critical methodologies can help to explain persuasive potential of popular culture artifacts

HOW ADDRESSED
• Students in small groups will compare and contrast popular culture artifacts and their ability to influence biases about American identity.

ASSESSMENT
• Students will demonstrate their ability to identify, analyze, and evaluate persuasive elements of popular culture artifacts in group assignments that call upon their skills as rhetorical critics and public communicators.
• A rubric outlining the groups' responsibility when presenting their analysis to the class will be employed.
• A rubric outlining the groups' responsibility when writing their analysis will be employed.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

LEARNING OUTCOMES
• Analyze how popular culture artifacts in films, television shows, and advertising construct social and cultural knowledge about race, ethnicity, and gender.

HOW ADDRESSED
• Students will work individually and/or in groups to compare, contrast, and present popular culture artifacts and communicate the latter's ability to influence biases about American identity.

ASSESSMENT
• Students will demonstrate their ability to identify, analyze, and evaluate persuasive elements of popular culture artifacts through 3-4 exams, individual assignments, and/or group assignments that call upon their skills as rhetorical critics.
• Students will write one pre-class and one post-class self-reflection to assess their development as critical thinkers of race, ethnicity, and identity and the influence of popular culture artifacts.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.