

PLS 220: POLITICS AND THE MEDIA

History

1. Dec 4, 2025 by Sera Bird (sabird)

Viewing: PLS 220 : Politics and the Media

Last approved: 2025-12-04T08:04:25Z

Last edit: 2025-11-20T13:43:13Z

Effective Term

Summer 2026

Rationale and proposal summary

Update master syllabus for Canvas.

Course Cover

Full Course Title

Politics and the Media

Transcript Title

Politics and the Media

Subject Code

PLS - Political Science

Course Number

220

Department

Social Science Dept (SSCD)

Banner Division

HSS

Division/College

Humanities, Social & Behav Sci (HS)

Org Code

11750

Course Description

In this course, students will critically examine the role of the mass media in the American political system. The emphasis is on the historical development of the mass media; the economic, political, and social forces that shape news coverage of political leaders and institutions; and the influence of the mass media on the public. In addition, students contemplate how well the media promotes public deliberation in a democracy.

Planned Delivery Format

Face to Face

Has this course been approved for online or online blended?

No

Grading method

Standard Letter, Audit

Occupational Indicator

No

ACS Code

110

Credit hours, contact hours, repeatability

Repeatable for additional credit

No

Course credits

3

Lecture contact hours

45

Total Contact Hours

45

Expected Total Contact Hours

45

Prerequisites and prerequisite skill levels

College-Level Math

No Level Required

College-Level Reading and Writing

College-level Reading and Writing

Approved Level I Prerequisite:

Academic Reading and Writing Levels of 6; PLS 112 minimum grade "C-"

Is concurrent enrollment an option for this prerequisite?

No

Course Assessment Plan

Learning Outcome

Outcome

Describe the historical development and technological changes in the mass media environment in the United States.

Assessment #1

Assessment Tool

Outcome-related departmental exam questions

Anticipated Next Assessment Year

2026

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

All students from all sections

How the assessment will be scored

Answer key and departmentally-developed rubric

Who does the scoring?

Departmental faculty

Standard of success

70% of the students will score 70% or higher on the outcome-related questions.

Assessment #2

Learning Outcome

Outcome

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

Assessment #1

Assessment Tool

Outcome-related departmental exam questions

Anticipated Next Assessment Year

2026

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

All students from all sections

How the assessment will be scored

Answer key and departmentally-developed rubric

Who does the scoring?

Departmental faculty

Standard of success

70% of the students will score 70% or higher on the outcome-related questions.

Assessment #2

Learning Outcome

Outcome

Identify the factors that influence media content in and outside of the United States.

Assessment #1

Assessment Tool

Outcome-related departmental exam questions

Anticipated Next Assessment Year

2026

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

All students from all sections

How the assessment will be scored

Answer key and departmentally-developed rubric

Who does the scoring?

Departmental faculty

Standard of success

70% of the students will score 70% or higher on the outcome-related questions.

Assessment #2

Learning Outcome**Outcome**

Articulate the interaction of the news media profession and campaign workers, civil servants, and elected officials.

Assessment #1**Assessment Tool**

Outcome-related departmental exam questions

Anticipated Next Assessment Year

2026

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

All students from all sections

How the assessment will be scored

Answer key and departmentally-developed rubric

Who does the scoring?

Departmental faculty

Standard of success

70% of the students will score 70% or higher on the outcome-related questions.

Assessment #2

Learning Outcome**Outcome**

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

Assessment #1**Assessment Tool**

Outcome-related departmental exam questions

Anticipated Next Assessment Year

2026

Anticipated Next Assessment Term

Winter

Assessment Cycle

Every Three Years

Anticipated assessment population

All students from all sections

How the assessment will be scored

Answer key and departmentally-developed rubric

Who does the scoring?

Departmental faculty

Standard of success

70% of the students will score 70% or higher on the outcome-related questions.

Assessment #2**Course Objectives**

Objective(s)	
1.	Identify the role that the mass media plays in democratic and non-democratic political systems.
2.	Describe the functions of the mass media.
3.	Apply models of the news-making process (e.g., the mirror, professional, political, and economic models) to explain contemporary news coverage.
4.	Identify the government regulatory environment under which the media operates in the United States and the effects of such an environment on the news product.
5.	Describe the pattern of ownership, regulation, and control of public utilities in other countries and assess their consequences for their media product.
6.	Describe how the First Amendment, as interpreted by the United States Supreme Court, both protects and limits freedom of the press.
7.	Describe the demographic and political backgrounds of American journalists and how these characteristics influence news reporting.
8.	Explain the concept of media gatekeeping.
9.	Identify the impact of gatekeeping on the news product.
10.	Describe the adversarial relationship between politicians and the press, and explain the reasons for such an adversarial relationship.
11.	Identify the strategies that journalists and politicians employ as they attempt to manipulate information to their own public advantage.
12.	Describe how the news media covers the executive branch.
13.	Evaluate how individual members of Congress attempt to manipulate and control political information.
14.	Describe how the news media covers the judicial branch.
15.	Explain how the news coverage of the judicial branch differs from the news 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 covers the legislative branch.
19.	Identify how state and local news coverage differ from national news coverage, and explain why they differ.
20.	Evaluate how the White House attempts 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 the United States and non-United States 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 the ways in which journalists influence the policy agenda.
29.	Explain how the news media covers elections in the United States.
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 role of the news media in the elections in the United States.
35.	Explain the role of the media in the political socialization process.
36.	Describe the agenda-setting effects of the mass media.
37.	Identify the effects of the media on political learning and behavior.
38.	Trace the developments in the new media technologies, and assess their consequences for the political system.
39.	Critically evaluate the contributions of the news media to the quality of public deliberation in the United States.

General Education Area(s)

Area 1: Writing

No

Area 2: 2nd Writing or Communication/Speech

No

Area 3: Mathematics

No

Area 4: Natural Science

No

Area 5: Social and Behavioral Science

Yes

Area 5 Social and Behavioral Science Applicability

Area 5: Social and Behavioral Science (AA)

Area 5: Social and Behavioral Science (AAS)

Area 5: Social and Behavioral Science (AS)

Area 6: Arts and Humanities

No

MTA General Education

Yes

MTA Applicability

MTA Social Science

Review

Is conditional approval requested?

No

Is this course currently conditionally approved, and you are now submitting it for full approval?

No

Key: 8029

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

- ☐ Course Discipline/Number (was _____)
☐ Course Title (was _____)
☐ Course Description
☐ Class Capacity (was: _____)
☐ Pre or Co-requisites
☐ Course Objectives (minor changes)
☐ Distribution of Contact Hours (contact hours were:
lect: _____ lab _____ clin _____ other _____)
☐ Other _____

Major Changes (will be reviewed by Curriculum Committee.)

- ☐ Credit hours (credits were: _____)
☐ Change in Grading Method
☐ Total Contact Hours (total contact hours were: _____)
☐ Approval for offering an Honors Section (Attach Approval Form.)
☐ Approval for offering Distance Learning Sections (Attach Distance Learning Approval Form)
☐ General Education Distribution Course: Add ☐ Remove ☐
(Attach General Education Course Approval Form)
☐ 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
Faculty/Preparer

Signature Donna Wasserman Date: 3/21/2003

Print: Gregg Heidebrink
Department Chair

Signature Gregg Heidebrink Date: 3-24-03

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 3/24/03
Dean's/Administrator's Signature _____ Date _____

3. **Curriculum Committee Review** (Attach additional comments if necessary and forward to Executive Vice President.)

Recommendation ☒ Yes ☐ No 3/27/03
Curriculum Committee Chair's Signature _____ Date _____

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)

Approval ☒ Yes ☐ No 3/28/03
Vice President's Signature _____ Date _____

ACS Code 113 Entered in Banner 4/2 Log File 4/2

Approved for General Education Area/Group _____ Syllabus Date 200301

**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
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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.

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PLS 220

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

<input checked="" type="checkbox"/> Attendance _____ <input checked="" type="checkbox"/> Class Discussion _____ <input checked="" type="checkbox"/> Papers _____ <input type="checkbox"/> Portfolios _____ <input type="checkbox"/> Projects _____ <input type="checkbox"/> Reports _____ <input type="checkbox"/> Clinical Assignments _____ <input checked="" type="checkbox"/> Home Work _____	<input checked="" type="checkbox"/> Quizzes _____ <input checked="" type="checkbox"/> Tests _____ <input type="checkbox"/> Midterm _____ <input checked="" type="checkbox"/> Final Exam _____ <input type="checkbox"/> Presentations _____ <input type="checkbox"/> Individual Performance _____ <input type="checkbox"/> Group/Team Performance _____ <input type="checkbox"/> Other _____
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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 type="checkbox"/> Follow-on Tracking _____ <input type="checkbox"/> Standardized Test _____ <input type="checkbox"/> Portfolio Assessment _____	<input checked="" type="checkbox"/> Pre-test/Post-test _____ <input type="checkbox"/> Simulations _____ <input type="checkbox"/> Comprehensive Project _____ <input type="checkbox"/> Other _____
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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"/> Computer Lab _____ <input checked="" type="checkbox"/> CD ROM's _____ <input checked="" type="checkbox"/> Data Projector/Screen _____ <input checked="" type="checkbox"/> VCR _____ <input checked="" type="checkbox"/> TV Monitor _____	<input type="checkbox"/> ITV Classroom _____ <input type="checkbox"/> Off-Campus Sites _____ <input type="checkbox"/> Testing Center _____ <input checked="" type="checkbox"/> Other Classroom Computer/Internet _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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**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

