Master Plan for Knight Foundation Grant
James L. Knight School of Communication
Queens University of Charlotte
July 2011

About the James L. Knight School of Communication

The James L. Knight School of Communication was created in 2008 and named in 2010 through a grant from John S. & James L. Knight Foundation. The school offers undergraduate and graduate degrees in communication. For more information, visit www.queens.edu/knight

About Queens University of Charlotte

Queens University of Charlotte is a private, co-ed, Presbyterian-affiliated comprehensive university with a commitment to both liberal arts and professional studies. Located in the heart of historic Charlotte, Queens serves approximately 2,700 undergraduate and graduate students through its College of Arts and Sciences, the McColl School of Business, the Wayland H. Cato Jr. School of Education, the James L. Knight School of Communication, Hayworth College for Adult Studies and the Andrew Blair College of Health, which features the Presbyterian School of Nursing. For more information, visit www.queens.edu

Table of Contents

Prologue

In 1955, when James L. Knight and his brother, John S. Knight, bought The Charlotte Observer, they saw it as a doorway to the future in a promising New South city. Jim Knight once famously said about their newspapers: "Thus we seek to bestir the people into an awareness of their own condition, provide inspiration for their thoughts and rouse them to pursue their true interests."

Jim Knight moved to Charlotte as publisher, and when a new building was needed, he told his people: Build it uptown, and when you figure out how much space you need, double it. He could not see the exact details of the future growth and service, but he knew it was there.

In 1990, after Jim Knight's youngest daughter, Marjorie Knight Crane, walked across the platform and received her diploma as a communication graduate from Queens University of Charlotte, she felt so proud she wanted to tell her father about it. Though in declining health, he was visibly delighted. In subsequent years, she has helped lead and build Queens through her own personal and financial involvement. Margie Crane could not see the exact details of the future growth and service, but she knew it was there.

In 2010, the John S. and James L. Knight Foundation announced a transformative $5.75 million gift to Queens University, to endow the James L. Knight School of Communication.

This is a word cloud representation of the grant document from Knight Foundation naming the James L. Knight School of Communication and endowing its special mission of digital and media literacy.

Word cloud computer programs visualize documents and demonstrate prominence of word frequency.
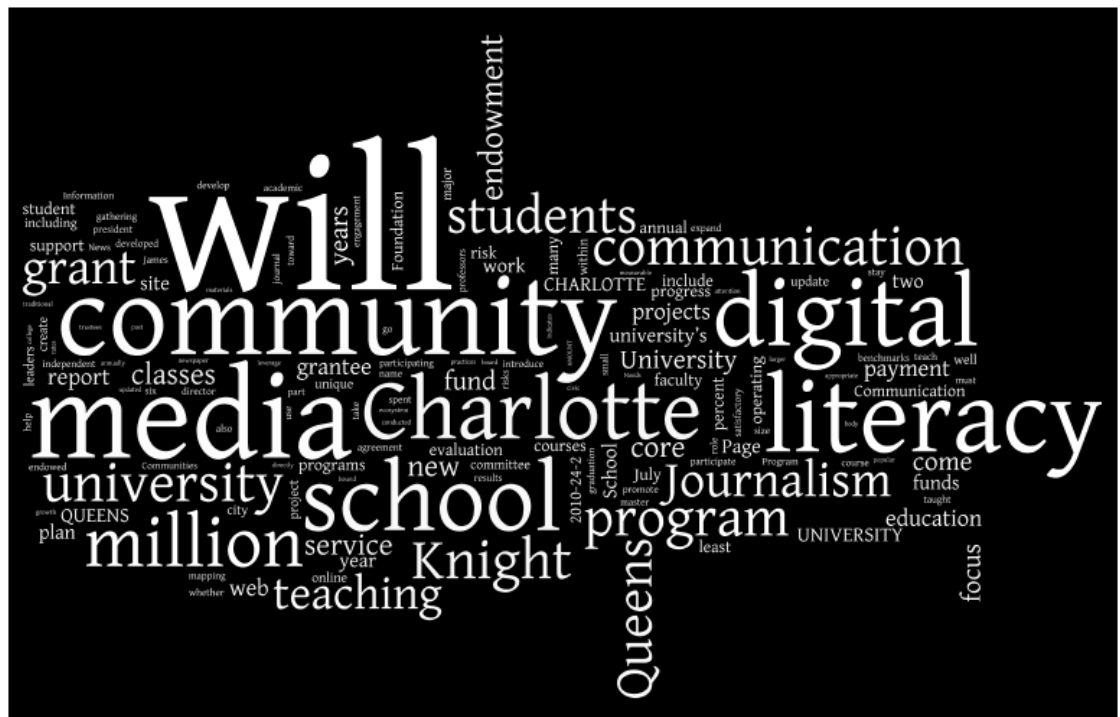
On August 19, 2011, Zenzele Barnes and Sophia Newman will walk through the doorway of the James L. Knight School of Communication and into their college careers. As our first Knight Scholars, we seek to bestir these two freshmen into an awareness of their own conditions, so that they may find inspiration and pursue their true interests. We and they cannot see the exact details of their future growth and service, but we have a plan for how it will unfold.
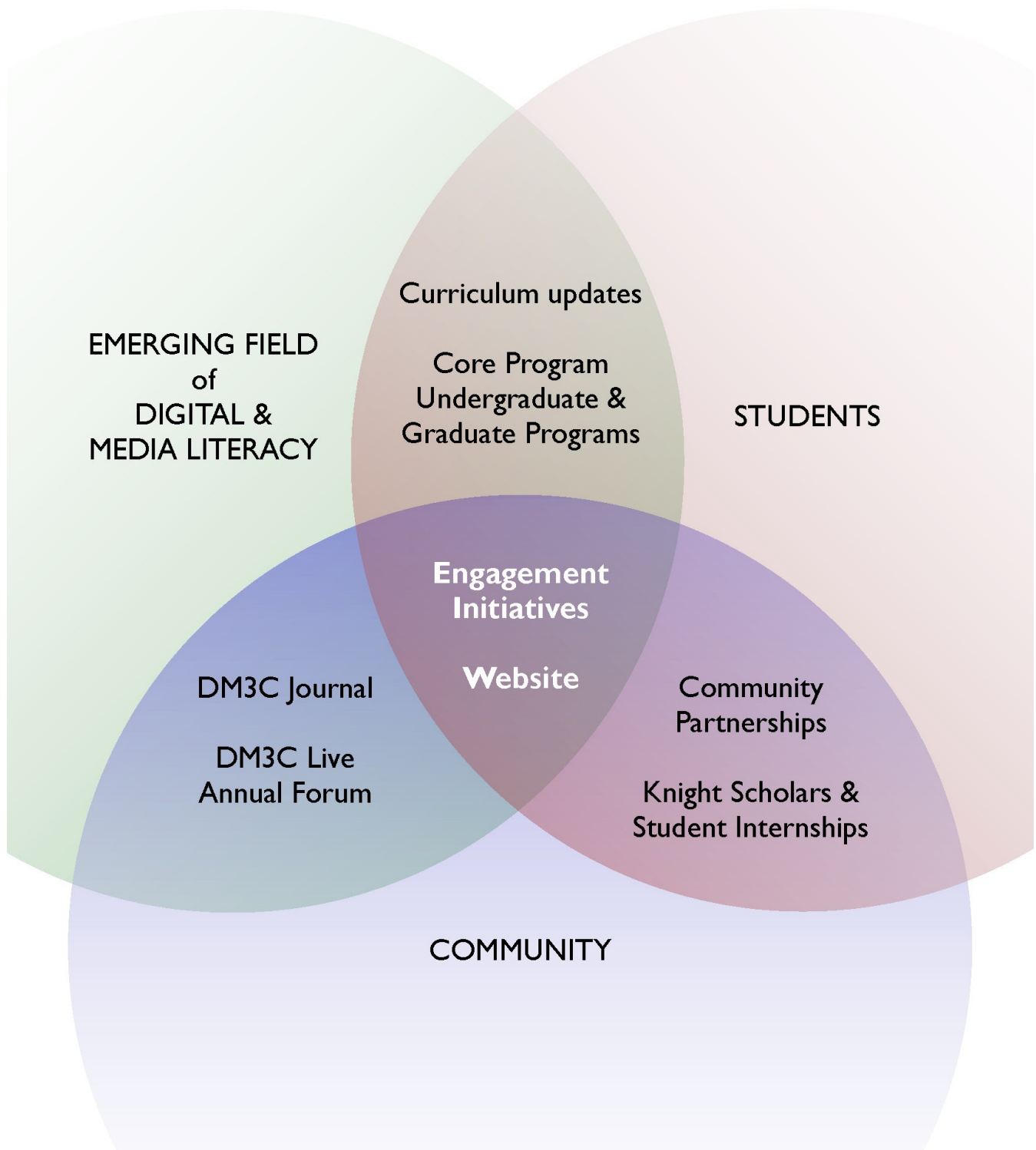
Zenzele and Sophia live in a digital cocoon. Born in 1993 at the dawn of the Internet revolution, they are always current and always connected. We hope to fill them with the liberal arts, teach them how to lead a noble life, and help them explore ways to serve others in our community by deeply understanding, embracing and sharing digital and media literacy. That means knowing how to leave the cocoon, and how to find, evaluate, consume, create, share and act on trustworthy information and messages that enable us all to lead our best lives.

We are building an iterative system with three constituencies – students, community and the emerging field. As our professors and students learn about and explore how to improve digital and media literacy, they will find opportunities in the Charlotte community to serve, to connect and to build fruitful partnerships. Through our new website and our work outside our walls, those who need us and can use us will find willing friends. As well, we seek to engage the emerging national field of digital and media literacy service and learning. Each year, we will host a conference to discuss the best ideas and practices, and share that on the website and a journal.

As we chronicle the story of one community's quest to increase digital and media literacy through civic engagement, we recognize that the power of the system is in the sharing and scaling of the learning. When we find tools or opportunities or insights that add value, we will talk about them, describing what is working and what can be improved.

For Jim Knight, for Margie Crane, for Zenzele and Sophia, and for all of "the people," we have built this Plan 1.0 for our school, hoping that all of us can see ourselves in it. We cannot see the exact details of the future growth and service, but we know it is there.

KNIGHT SCHOOL DM3C NETWORK

EMERGING FIELD
of
DIGITAL &
MEDIA LITERACY

STUDENTS

Curriculum updates

Core Program
Undergraduate &
Graduate Programs

Engagement
Initiatives

Website

DM3C Journal

DM3C Live
Annual Forum

Community
Partnerships

Knight Scholars &
Student Internships

COMMUNITY

Introduction

The Knight School of Communication plans to engage our university community and our city in an ongoing partnership to measurably improve digital and media literacy.

Why digital and media literacy?

Of all the things for a new school of communication to work on today, why would we choose to embrace digital and media literacy? It is because without that threshold skill set, our fellow citizens are at risk of becoming second class citizens. Those among us who are unable to consume or create credible information may struggle in the workplace and may be unprepared to participate in society's decisions. The latest research from the Federal Communications Commission in 2011 confirming the clarion call from the bipartisan Knight Commission on the Information Needs of Communities in a Democracy makes that abundantly clear.

After more than a decade of media and market disruption, disintermediation and experimentation, this exciting new decade looks to be pivotal for exploring the many challenges and consequences related to communication, journalism, media and their relationship to civic connectedness. We will lead this exploration in Charlotte.

Journalism education has been slow to adapt to the digital age and embrace the larger agenda envisioned by the Knight Commission. The Executive Summary of that groundbreaking report in late 2009 provides the inspiration and challenge to which the Knight School is responding: "The Knight Commission … believes America is at a critical juncture in the history of communications. Information technology is changing our lives in ways that we cannot easily foresee … the digital age is creating an information and communications renaissance. But it is not serving all Americans and their communities equally … how we react, individually and collectively, to this democratic shortfall will affect the quality of our lives and the very nature of our communities."

Further, the Knight Commission calls for digital and media literacy to be widely taught in schools, public libraries and other community centers.

As old media and new media have exchanged positions and as technology has enabled one-to-many communication, issues of voice, availability and credibility have become turbulent. These changes have brought about unexpected and unexplored consequences related to information access, public voice, democracy and civic engagement. These issues have become increasingly apparent through our research and teaching, and through real-world events and trends around us.

What is digital and media literacy?

We have chosen to use the definition of digital and media literacy posed by Renee Hobbs in *Digital and Media Literacy: A Plan of Action:*

"A constellation of life skills that are necessary for full participation in our media-saturated, information-rich society. They include the ability to do the following:

- Make responsible choices and access information by locating and sharing materials and comprehending information and ideas.

- Analyze messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content.
- Create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies.
- Reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles.
- Take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace and community, and by participating as a member of a community."

How will the Knight School and Queens engage?

Given our mission and dedication to community service and engagement, we think it is important to focus our school's efforts on exploring digital and media literacy issues and their relationship to civic engagement. We have strong technological and digital knowledge and the potential to easily share it throughout the university and the larger community. We are uniquely positioned in the community, strategically, historically and geographically.

This is the right time for a new school to think and act in new ways. Despite the myriad professional and educational journalism and communication organizations in the country, not a single one is focused in this way. Our ability to teach, experiment, conduct and share research will be catalytic in that it will attract and retain the attention of students, scholars, professionals and community builders throughout Charlotte and the country.

Our initiative will begin with our students, spread to the community, then broaden and intertwine with the emerging field of digital and media literacy/civic engagement thinkers. Our plan is to engage our three key constituencies – our students, our community and our field – in this journey.

Students -- We will update and expand digital and media literacy in the university's teaching programs, including the university-wide Core Program in Liberal Arts and the Knight School undergraduate and graduate programs. We see opportunities for extending our influence across the university as we promote digital and media literacy learning and service. We will deepen its presence in the Knight School curriculum.

Community -- We will introduce and expand digital and media literacy in the community through partnerships and engagement initiatives. These efforts across Charlotte will range in scope from large, high-impact events to smaller-scale, long-term engagements, as well as serendipitous learning activities that may occur one on one. We will network across the university to tap into opportunities and events beyond the Knight School. We will be the resource for students seeking ways to serve in the community in projects that have the potential for transformative results.

Field -- We will contribute to and expand the field of emerging digital and media literacy through creating an interactive website, an online journal and an annual forum of the best minds in the field. Our website will tell the story of our efforts to transform one community in the area of digital and media literacy. Here we will seek to listen as
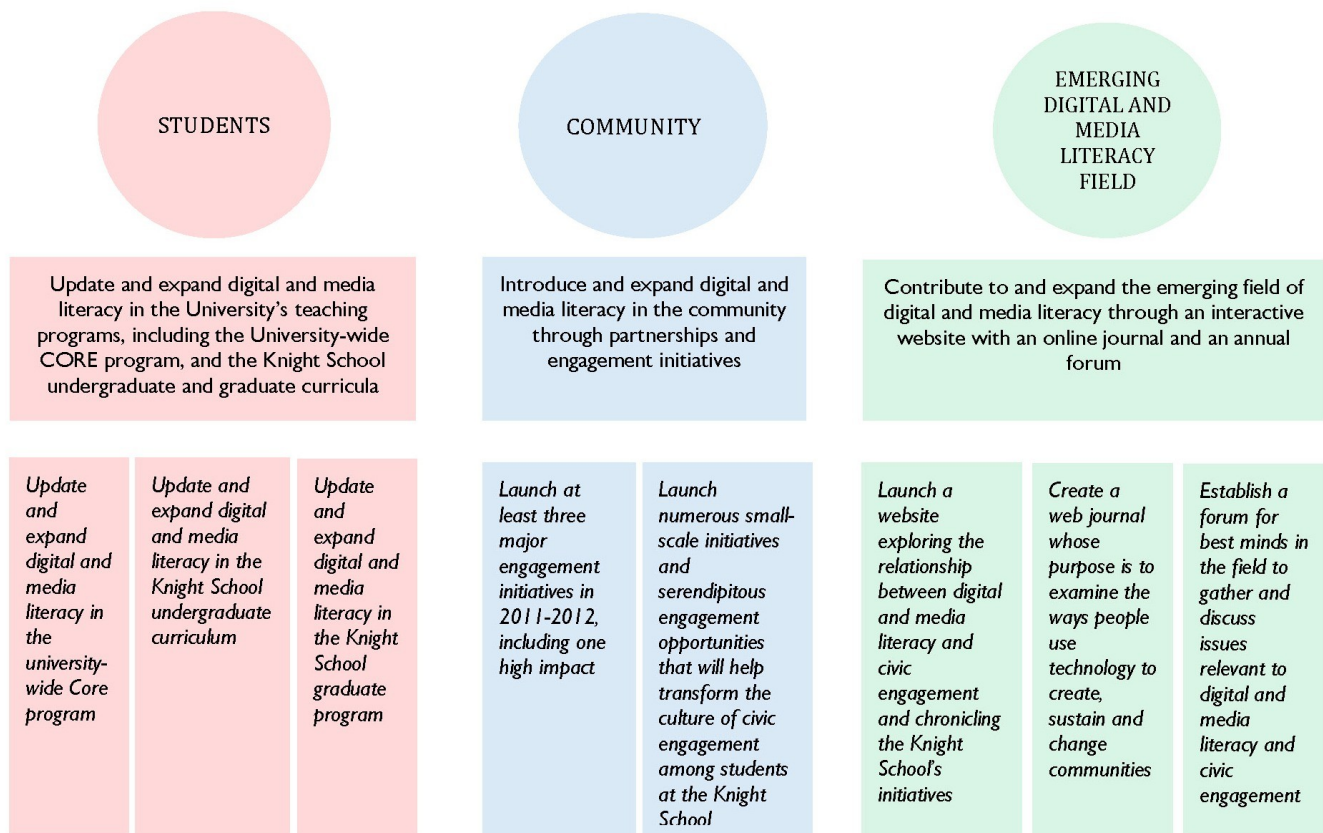
much as to tell, to learn and share far beyond our city limits. Our journal will become a place for scholarly research into digital and media literacy and civic engagement. But more, it will be the place for others to "talk back," to debate, to describe wins and losses in related efforts. Finally, we will convene an annual retreat where the best minds in the field come together to explore the connection between digital and media literacy and civic engagement.

Our hope and aspiration

Ultimately, we seek to improve the flow of information in Charlotte by helping create a more informed community that increasingly demands, creates and consumes quality news and information. Through this initiative in the Knight School, we aspire to foster a high level of civic engagement and learning among our students who in turn will become the digital and media literacy champions in our community.

And so we begin, trusting that this will be helpful to educators, librarians and others working toward digital and media literacy.

EXPAND DIGITAL AND MEDIA LITERACY AMONG THREE CONSTITUENCIES

STUDENTS	COMMUNITY	EMERGING DIGITAL AND MEDIA LITERACY FIELD
Update and expand digital and media literacy in the University's teaching programs, including the University-wide CORE program, and the Knight School undergraduate and graduate curricula	Introduce and expand digital and media literacy in the community through partnerships and engagement initiatives	Contribute to and expand the emerging field of digital and media literacy through an interactive website with an online journal and an annual forum

| *Update and expand digital and media literacy in the university-wide Core program* | *Update and expand digital and media literacy in the Knight School undergraduate curriculum* | *Update and expand digital and media literacy in the Knight School graduate program* | *Launch at least three major engagement initiatives in 2011-2012, including one high impact* | *Launch numerous small-scale initiatives and serendipitous engagement opportunities that will help transform the culture of civic engagement among students at the Knight School* | *Launch a website exploring the relationship between digital and media literacy and civic engagement and chronicling the Knight School's initiatives* | *Create a web journal whose purpose is to examine the ways people use technology to create, sustain and change communities* | *Establish a forum for best minds in the field to gather and discuss issues relevant to digital and media literacy and civic engagement* |

Master Plan Overview

At the Knight School, we have high aspirations for what we can accomplish through the Knight Grant initiative. We hope to ingrain greater digital and media literacy and civic engagement in the fabric of the community and the university in a way that is comprehensive and iterative, growing and sustaining itself over time.

Our goal is to be the go-to resource for digital and media literacy learning in the Charlotte community. We will partner with non-profits, small businesses, Fortune 500 companies and community leaders who value us for our expertise in the field of digital and media literacy.

Our overarching aim is to engage students in digital and media literacy initiatives in the community, creating a culture of awareness and excitement surrounding digital and media literacy in the Knight School of Communication. As our students feel empowered to become citizens, advocates, and leaders in the communities they serve, they will, in turn, transform the local community through their commitment to civic engagement.

This master plan outlines the strategy the Knight School is undertaking to accomplish these goals. Our purpose is to engage and impact three constituencies: our students, the community and the emerging field of digital and media literacy. These three form a powerful network through which learning, connecting and exploring can occur. Our focus on the relationship between digital and media literacy and civic engagement uniquely positions us to make a difference in the lives of those we will serve.

The current plan is just the beginning. Through the systems and processes we have put in place, we will have a constant feedback loop for our projects, website and curriculum. We will continue to look for new ways to innovate and serve in the area of digital and media literacy and civic engagement.

Mission, Vision and Values

The plan is rooted in our mission and vision, which guide our priorities and actions. The mission of Queens University of Charlotte is to provide educational experiences that transform students' lives and foster personal and professional success. Queens' vision is that the university will be recognized as a leading comprehensive university in the Southeast, distinguished by its commitment to transforming the lives of its students, and enhancing the intellectual and cultural fabric of its community. To fulfill its mission and vision, Queens defines

its values as: focus on students, integrity and respect, stewardship, creativity and innovation, and service.

The mission of the Knight School of Communication is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve. Our vision is "Always current, always connected."

Methodology

We believed it was important to develop a planning process that inspired maximum transparency and participation across the Knight School. To that end, every faculty and staff member was invited to participate on objective-specific teams to develop the content for our strategy. Meeting minutes and documents were posted online so that everyone could follow the plan's development.

Our planning is iterative; this is a living document that will change as we learn and do. The community, students, faculty and the best minds in the field will inform our plans going forward.

Strategic Objectives for Our Key Constituencies

Students

Update and expand digital and media literacy in the university's teaching programs, including the university-wide Core Program in the Liberal Arts, and the Knight School of Communication undergraduate and graduate curricula.

Community

Introduce and expand digital and media literacy in the community through partnerships and engagement initiatives.

Emerging Digital and Media Literacy Field

Contribute to and expand the emerging field of digital and media literacy through an interactive web site, an online journal and an annual forum.

Success Indicators

Our efforts in every aspect of this initiative will be measured for effectiveness. We want to know the impact of what we are doing and will use measurement as a means of course correction and affirmation of what's working. These success indicators will tell us at a broad level if we are achieving what we set out to accomplish. They will evolve over time. In new areas, we will begin with baseline measures and track progress from that point. Each success indicator reflects a series of metrics that are specific gauges of various activities. (See the metrics chart on page 41 for a detailed look at what we will be measuring throughout the Knight grant initiative and beyond).

The following are a broad set of success indicators, grouped by constituency.

Students:
- All Knight School students engaged in digital and media literacy learning and civic engagement activities by Fall semester, 2012
- Annual increase in the number of students university-wide introduced to/involved in digital and media literacy learning and civic engagement activities during their academic careers
- Annual increase in number of students demonstrating mastery of the ability to consume and create in digital and media forms

Community:
- Increased impact in community, including:
  o Annual increase in number of people we are touching in the community (reach)
  o Increased proficiency in digital and media literacy in the communities we serve
- Successful implementation with measurable results of planned engagement initiatives in the community by Spring 2012

Emerging Field:
- Annual growth in usage of website, journal and forum
- Accessibility of new learning, information, materials and resources by the general public through our website's capacity to connect to others' stories and leverage the synergies of our constituencies and all users
- Annual increase in vitality (quantity and quality) of discussion of digital and media literacy and civic engagement in the community on the website, in the journal and at the forum
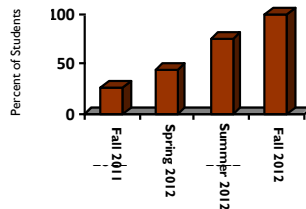
Master Plan Scorecard*

Students: Update and expand digital media literacy in the university's teaching programs including the university-wide Core program in the Liberal Arts and Knight School Undergraduate and Graduate Curricula
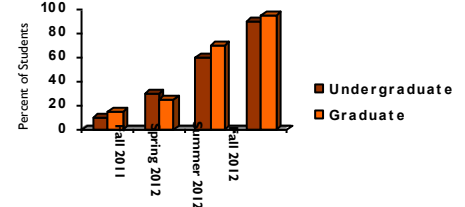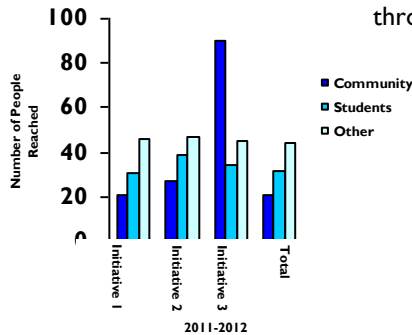
Knight School Students Engaged in DML
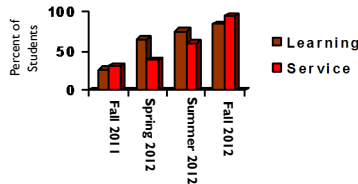
Queens Students Introduced to DML

Knight School Students Demonstrating Mastery in DML

Impact: Reach

2011-2012
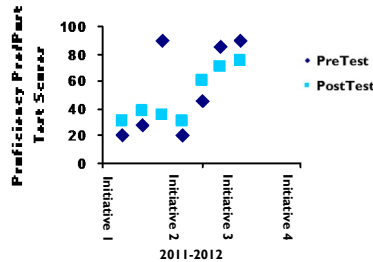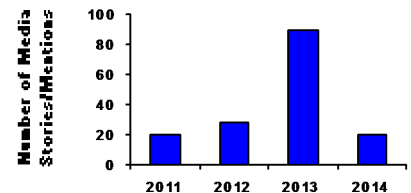
Community: Introduce and expand digital and media literacy in the community through partnerships and engagement initiatives
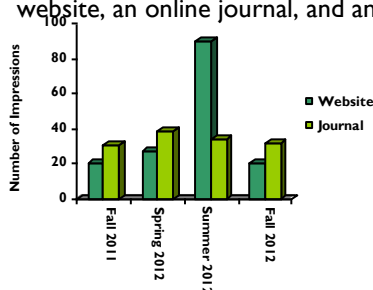
Impact: Proficiency
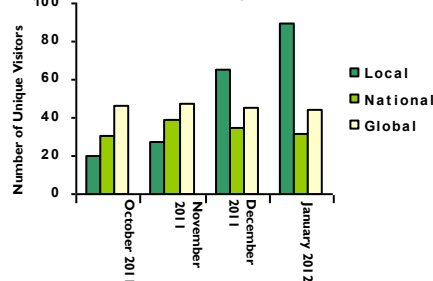

2011-2012

Visibility

Emerging Field: Contribute to and expand the emerging field of digital and media literacy through an interactive website, an online journal, and an annual forum
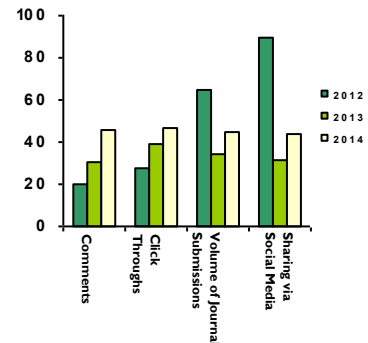
Usage

Accessibility

Vitality

*Representative Data

The Student Constituency

Strategic Objective
Update and expand digital and media literacy in the university's teaching programs, including the university-wide Core Program in the Liberal Arts, and the Knight School of Communication undergraduate and graduate curricula.

Our overarching aim is to engage students in digital and media literacy initiatives in the community. We will create a culture of awareness and excitement surrounding digital and media literacy in the Knight School of Communication so that our students will feel empowered to become citizens, advocates and leaders in the communities they serve.

ACTION ONE

Update and expand digital and media literacy in the university-wide Core program

1. Identify Knight School digital and media literacy training opportunities in the university's Core program
2. Integrate digital and media literacy into the common curriculum of Modern Citizenship
3. Reinforce a six-week special topic on media in Modern Citizenship
4. Expand the Knight School faculty role in the Core program

METRICS

Percent of undergraduate students introduced to digital and media literacy through the university-wide Core program

The University-wide Core Program

All Queens undergraduate students participate in the four-course Core program, designed to develop students' analytical thinking and reasoning skills and to help students examine the nature and direction of their lives. Specifically, the program's mission is to engage all students in a "shared experience of thinking critically about perennial human concerns and their diverse cultural and historical expressions" so that students may lead "noble lives," pursue productive careers, and become responsibly active citizens in a global context.

The Core Program curriculum includes the following courses:
Noble Lives (freshman year)
Modern Citizenship (freshman year)
Global Citizenship (sophomore year)
Applying Ethics (senior year)

The Knight School alongside the Core program director identified Modern Citizenship as an ideal target for integrating digital and media literacy into the Core program. Twenty sections of Modern Citizenship are taught each year. Each section shares a common curriculum with the exception of a six-week mid-semester period during which each section focuses on one of several special topics. Two Knight School faculty were identified to integrate digital and media literacy into the Core course common curriculum and a special six-week topic on media.

> **Modern Citizenship's Defining Questions**
>
> What are the rights and responsibilities of American citizenship?
>
> How have the definition and cultural meaning of citizenship changed over time?
>
> How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship?
>
> How can we sustain and remain active American citizens in a rapidly changing and expanding society?

What we have done

The Core faculty initiated changes in the Modern Citizenship course in Spring 2011, when we modified three components of its common curriculum:

- Day One / Week One: Each professor helped plant the idea of Digital and Media Literacy among her students by including the concept in the course introduction and asking students to ponder and discuss the connection between media literacy and citizenship (civic literacy).

- Week Three: Each subunit's teaching team added an article to the common syllabus that examined how questions of citizens' rights play out in the media. The media team, for example, included an article on the Skokie, Illinois, Nazi March (1977-78) and how the media covered / was used by participants in the controversy.

- Week Four: In the discussion of contemporary representation, each professor discussed the idea of interest groups with her section, particularly how interest groups fund campaigns, portray their issues in campaign ads, and are themselves portrayed.

Two Knight School faculty worked with two faculty from the College of Arts and Sciences to develop a curriculum on Modern Citizenship and the Media, with an emphasis on digital and media literacy. Each of the eighty students in the media subunit also attended three extracurricular events: a screening of "The Most Dangerous Man in America: Daniel Ellsburg and the Pentagon Papers;" the Knight School-sponsored lecture and interview featuring Scott Shane, lead reporter on the WikiLeaks stories for *The New York Times*; and a workshop on creating effective visual and oral presentations using PowerPoint.

The Next Iteration

As a result of early changes to the Modern Citizenship curriculum, professors across the university are already expressing a greater understanding of the need and potential for digital and media literacy training as it relates to modern citizenship. For example, a long-serving College of Arts and Sciences faculty member who teaches in the Core Program recently expressed a desire to overhaul the Modern Citizenship common curriculum to refocus on being a citizen in the digital age.

What we will do

The success of our first collaboration with faculty members in the Core program has led to several new initiatives.

1. The Knight School will be hosting a planning retreat for all Modern Citizenship faculty in Summer 2011 to encourage discussion surrounding the aims and nature of the course.
2. The Knight School will continue to provide resources (readings, seminars, workshops, instructional support) to the Modern Citizenship classes as needed. Instructional support will include three faculty members to teach in Spring 2012.
3. The Knight School will integrate one faculty member into Global Citizenship to begin the discussion of digital and media literacy in that course.
4. After this iteration, we will assess and revise this ongoing collaborative action plan.

Future opportunities

Our hope moving forward is that our involvement in the Core program will inspire university faculty to consider digital and media literacy as an important component of all courses in the Core program, as well as other parts of the university curriculum. While our university-wide focus is in the Core curriculum because it touches all undergraduates, we intend to seek new ways to engage all university students in digital and media literacy in coming years, such as proposing a course in Public Communication for all students.

ACTION TWO

Update and expand digital and media literacy in the Knight School undergraduate curriculum and encourage undergraduate student involvement in digital and media literacy in the Charlotte community.

1. Add Digital Media Production as a major requirement.
2. Integrate digital and media literacy into other undergraduate courses.
3. Introduce a culminating digital media production project in Communication Capstone requirement.
4. Provide opportunities, where appropriate, for students to produce course projects that bring digital and media literacy initiatives into the Charlotte community.
5. Explore the opportunity for undergraduate internships that contribute and help plan digital and media literacy website content.
6. Connect students with the emerging digital and media literacy field by uploading submitted work that meets the website's standards of acceptability.

METRICS

1. Annual assessment of university-mandated Student Learning Outcomes. In this case, students will be evaluated on their mastery of the ability to consume and create in the digital and media form.
2. Percentage of undergraduate students in Knight School receiving digital and media training.
3. Percentage of Knight School students participating in digital and media literacy engagement initiatives in the community.

The Undergraduate Program

Through our planned curriculum changes, we will ensure that 100% of students enrolling in Knight School courses engage in digital and media literacy training in the classroom. In addition, we will encourage students to get involved in the community through civic engagement initiatives in digital and media literacy.

What we have done

All faculty have been engaged in adding digital and media literacy in substantive ways to their course content. They have integrated digital tools and theory into many class assignments.

In the summer of 2009, Knight School faculty voted unanimously to add Digital Media Production as a required course for the major [See box].

Students in Digital Media Production consume and create digital and media messages across media platforms. All students in the course demonstrate effective digital media skills including: (a) the ability to create artifacts in multiple digital media formats (e.g., audio, video, multimodal, digital); and (b) the ability to critically assess digital media artifacts.

There are strong digital and media literacy components throughout other courses in the Knight School undergraduate curriculum. For example, students in Family Communication analyze their family histories and create videos that chronicle their findings. Students consider the narrative design of videos, including editing and curating information with both the information and its audience in mind. In Integrated Strategic Communication, students create individual websites on blog platforms to discuss current issues in strategic communication. Students use their blogs to showcase their learning with web-based presentations, integrating media and written work together and writing for the Internet.

All Knight School courses in the media studies concentration consider either media criticism or production or both. For example, in Middle East Media in Spring 2011, students used web technology to interact with Marquette University in Michigan and American University in Cairo, Egypt to discuss the recent events in Tahrir Square. Students learned about the power of media for giving citizens a voice.

In Sports Communication and Culture, groups of students present multi-media analyses of course concepts/ideas. They also write an analysis paper in which they critique a mediated sporting artifact (e.g., commercial, tweet from a famous athlete, print campaign) using a critical theory or method discussed in class. All courses in the journalism concentration teach students the skills of reporting for the web. For example, News Writing, Advanced News Writing-Print, Media Law, and Advanced Digital Media Production help students learn how to gather and report information for an audience across media platforms, including digital mediums.

Digital Media Production:
Now a required course

Digital Media Production provides an introduction to the study of digital media production. Students will learn how to analyze and produce digital text, hypertext, WebPages, digital photos, digital audio, podcasts, multimedia presentations and digital video. Throughout the course, students will be involved in hands-on projects that will help them begin to acquire the skills as producers of digital media.

The Next Iteration

What we will do

1. Beginning in Fall 2011, all Knight School undergraduate courses will include a media criticism or a digital media production component to ensure 100% of students enrolled in our courses are engaged in digital and media literacy training through the production, consumption, and/or creation of artifacts in various media forms.

2. All Knight School majors take Communication Capstone in their senior year. Beginning in Fall 2011, students in the course will demonstrate "mastery" of their studies through a digital portfolio that narrates their progress through the Knight School major program. The portfolio is essentially a web site positioned for a particular audience that showcases their work in the program.

3. Also beginning in Fall 2011, we will promote community engagement opportunities to students and faculty through the work of the Knight School community coordinator (described in the Community initiatives section of the master plan). As the visibility and awareness of these opportunities grow, we believe that digital and media literacy efforts will become embedded in the Knight School culture. As a result, we hope that more students will begin to focus their course projects on increasing digital and media literacy among the citizens of Charlotte.

Future opportunities

In 2011-2012, we will explore ways to offer internships to undergraduate students who will support the Knight School digital and media literacy and civic engagement website (as described in the Emerging Field initiatives section of the master plan). Interns will be contributing authors and content planners for the website.

As part of the Southern Association of Colleges and Schools (SACS) accreditation process, every university develops a Quality Enhancement Program (QEP). At Queens, our QEP focuses on faculty-student interaction. As this program develops, we will investigate how to engage digital and media literacy through creative inquiry.

ACTION THREE

Upgrade and expand digital and media literacy in the Knight School graduate program and encourage graduate student involvement in digital and media literacy initiatives in the Charlotte community.

1. Introduce digital and media literacy in the Master of Arts in Organizational and Strategic Communication curriculum by creating Communication in the Digital Age.
2. Integrate digital and media literacy into all courses in the graduate program.
3. Encourage graduate students to produce course projects that bring digital and media literacy initiatives into the Charlotte community.
4. Connect graduate students with the emerging digital and media literacy field on the website by uploading submitted work that meets the website's standards of acceptability.

METRICS
1. Annual assessment of university-mandated Student Learning Outcomes. In this case, students will be evaluated on their mastery of digital and media literacy skills prior to earning their degree.
2. Percent of graduate courses incorporating digital and media literacy.
3. Percent of Knight School graduate students engaged in digital and media literacy initiatives in the community.

The Graduate Program

The Knight School offers a Master of Arts degree in Organizational and Strategic Communication with a 36-hour course requirement. Students take five core courses (see side box) and an additional seven courses from a variety of electives in organizational and strategic communication.

Digital and media literacy training is integrated to various extents in all Knight School graduate courses. All students are expected to demonstrate digital media literacy skills by creating a project or presentation in a digital format (i.e., audio, video, multimodal) that draws upon course material. In many courses students are also expected to critically assess a digital media artifact using theory, research, and/or critical methods.

Communication in the Digital Age

In this course, students explore the communicative aspects of digital technology as they relate to and intertwine with oral, aural, and visual communication. Special emphasis is placed on theories of information and experience design and the implications of these theories for effective practice in organizational and strategic communication.

What we have done

In Fall 2010, we offered Communication in the Digital Age for the first time (See side box for the course description).

Students in this course explore various aspects of digital information sharing and design, as well as various digital communication tools, such as blogs and Twitter. As an example of the types of assignments students complete for the course, students can select a community partner to assist in building a digital strategic communication plan or other service as their major project. They connect directly with a community partner, educating the community partner on digital technology and modes of message delivery. In the past year, some community partners that have been impacted include: Right Moves for Youth, the Charlotte Alliance for Youth, a local community-based farmer's market, and a foundation for sickle cell patient support. Reviews from this new course were excellent.

The Knight School currently integrates digital and media literacy into the five required courses in our masters program, culminating with a proficiency measure of digital and media literacy in the Capstone Seminar in Communication. Research Proseminar introduces students to graduate study. Students are expected to demonstrate effective digital media skills by translating research proposals into a digital media presentation (e.g. audio, video, multimodal). In Theories of Organizational Communication students create a digital media narrative presentation highlighting the value/impact of communication theory in organizations or organizational communication.

Integrated Strategic Communication: Analysis and Theory students engage class material on Twitter, corresponding with authors of their texts and opening the walls of the theoretical classroom beyond our campus building. In Ethical Issues in Communication, opportunities abound for discussion about the role of digital and media literacy in people's lives. This course was integrated into the graduate program core course requirements in Fall 2009.

Students complete the graduate program when they meet the requirements of the Capstone Seminar in Communication. In Spring 2011, students were encouraged for the first time to produce a digital portfolio to showcase their work in the program, rather than the traditional written portfolio. Six out of 10 students in the course chose to create the digital portfolio, which included blogs, links and Twitter feeds. In addition, students complete a major project

that demonstrates their mastery of a particular aspect of organizational and strategic communication. Many of our students are now investigating digital and media literacy through such projects as creating social media plans for various businesses and non-profits, writing an essay on bias in the media and American media literacy inadequacies, following the impact of one journalist's chronicling of the recent Middle East unrest on Twitter and the creation of a documentary film.

The elective graduate program courses also reflect our increased focus on digital and media literacy. In Global and International Media, students work on assignments requiring visiting online sites and conducting a comparative analysis on their coverage of global issues. Social Responsibility and Environmental Advocacy in Organizations curriculum has students create and comment on blogs about topics related to global corporate social responsibility. Students in Critical Perspectives in Organizational Communication create all assignments in any medium and have used written and video blogs, films, podcasts and Prezi presentations.

MA in Organizational and Strategic Communication Core Requirements

Research Proseminar

Theories of Organizational Communication

Integrated Strategic Communication: Analysis and Theory

Ethical Issues in Communication

Capstone Seminar in Communication

The Next Iteration

While we are pleased with the extent to which our faculty members are increasingly integrating digital and media literacy into the graduate program curriculum, we are continuing to plan further development of this field.

What we will do

1. As a result of the positive reviews of our new course, Communication in the Digital Age, we will offer it again in Fall 2011 and perhaps annually, rather than the typical 2.5-year course rotation. At this time, this is not a required course for all students, however. We are exploring this possibility, but we are evaluating the degree to which students will begin to learn these skills and tools in their required graduate courses as we continue to expand digital and media literacy into the curriculum.

2. Beginning in Fall 2011, all Research Proseminar students will be required to begin the construction of a digital portfolio of their course work, which they will add to

throughout the program and which will culminate with their final digital portfolio assignment in Capstone Seminar in Communication.

3. Beyond curriculum enhancements, we will promote community engagement opportunities to students and faculty through the work of the Knight School community coordinator. We have already seen an increase in graduate student interest in conducting course projects related to digital and media literacy in the Charlotte area, as evidenced by the student capstone project described above. We hope to see a continued increase in graduate student involvement in the field of digital and media literacy.

Future opportunities

We are discussing additional ways that media literacy may be embedded into student learning outcomes for Ethical Issues in Communication, specifically as it applies to organizational and strategic communication. For example, we could integrate an assignment where students evaluate organizational website content for bias or "truthfulness," in regards to messages related to social responsibility or employee treatment. Clearly, ethics is of vital importance in organizations, given expanding digital communication and messaging.

The Community Constituency

Strategic Objective
Introduce and expand digital and media literacy in the community through partnerships and engagement initiatives.

Our goal is to be the go-to resource for digital and media literacy expertise in the Charlotte community. We will work with non-profits, small businesses, Fortune 500 companies and community leaders to provide meaningful learning and teaching opportunities for Knight School students and the Charlotte community.

We believe that digital and media literacy skills are important to the wellbeing of a community. Yet, before we determine how and what to teach others, we must actively listen to this constituency. Our engagement initiatives should fulfill needs that those in the community perceive or, perhaps, don't even know exist.

These engagements represent a spectrum of learning and community service – events, seminars and workshops, speakers, one-on-one coaching, teaching and sometimes committing to prolonged work to address a specific need. They may be large and high-impact initiatives or small-scale and serendipitous. Through them all, we will be discovering what works and what doesn't.

ACTION ONE

Launch at least three major engagement initiatives in 2011-2012, including one high impact.

1. Nurture community partnerships that present opportunities for the Knight School to expand digital and media literacy across Charlotte
2. Explore avenues for engaging students in a major initiative
3. Use the project evaluation process to focus our resources on partnerships where we can best leverage our strengths and effectively deepen digital and media literacy in the community

METRICS

1. Community reach of each initiative – number of persons and organizations served
2. Measured increase in digital and media literacy in community based on pre/post surveys
3. Number of students, faculty and staff volunteering and engagement hours logged
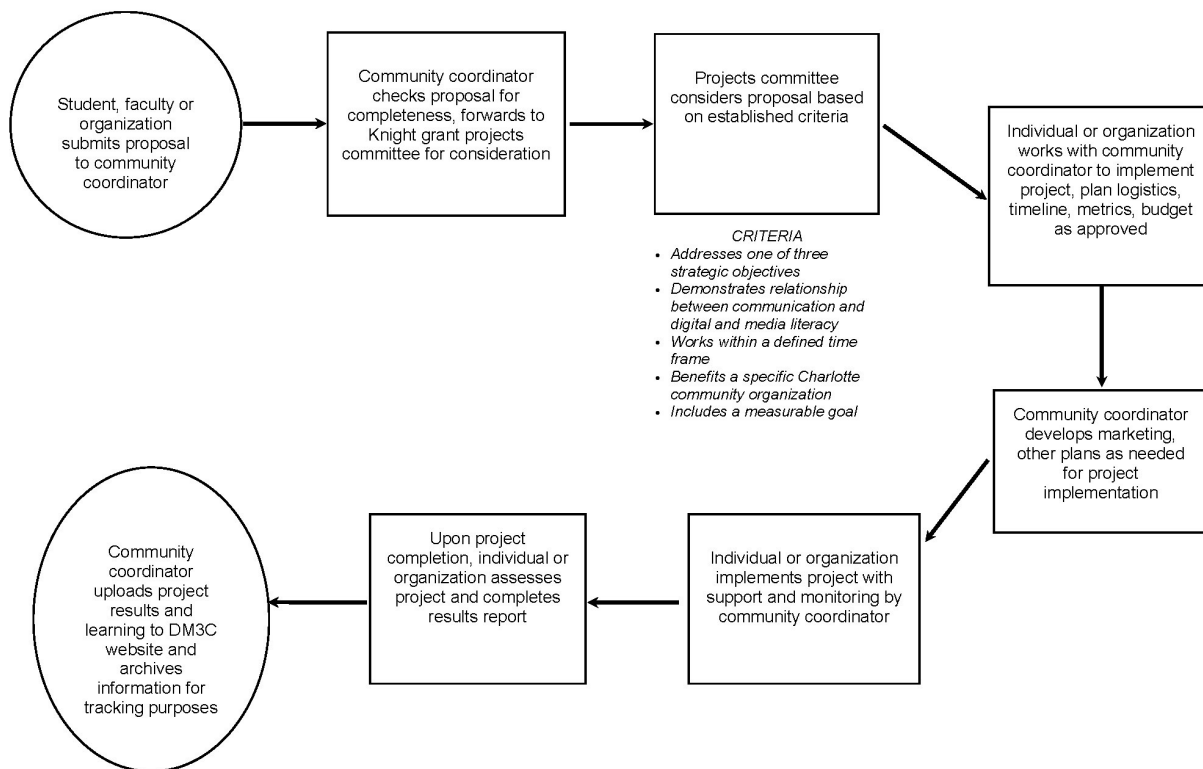4. Knight School visibility: Awareness of initiatives in Charlotte

Major engagement initiatives and the process

A major engagement initiative is a formally organized, sustained effort to work with and support a group or organization seeking to improve digital and media literacy. It may be small or large, one time or ongoing.

An example of our learning from a major engagement activity came earlier this year when we brought *The New York Times*' lead WikiLeaks reporter, Scott Shane, to campus to discuss the relationship between secrecy, privacy and technology. This one-time event attracted more than 600 community members and students. Shane met with the leaders of our student newspaper and was interviewed by the four television stations and two newspapers in Charlotte. The hashtag trended on Twitter in Charlotte during the event, generating a buzz on and off the Queens campus. Open and free to the public, it proved to be an effective digital and media literacy engagement opportunity.

The Knight School initiative selection process

The Knight School has developed a process through which organizations in the community as well as university students and faculty may request support, partnerships, or resources. These constituencies will be able to see the steps and complete the application process online. The intent is to generate interest, provide information, and determine resources needed to execute a project and track results.

Student, faculty or organization submits proposal to community coordinator

Community coordinator checks proposal for completeness, forwards to Knight grant projects committee for consideration

Projects committee considers proposal based on established criteria

CRITERIA
- *Addresses one of three strategic objectives*
- *Demonstrates relationship between communication and digital and media literacy*
- *Works within a defined time frame*
- *Benefits a specific Charlotte community organization*
- *Includes a measurable goal*

Individual or organization works with community coordinator to implement project, plan logistics, timeline, metrics, budget as approved

Community coordinator develops marketing, other plans as needed for project implementation

Individual or organization implements project with support and monitoring by community coordinator

Upon project completion, individual or organization assesses project and completes results report

Community coordinator uploads project results and learning to DM3C website and archives information for tracking purposes

Criteria for engagement initiatives

We will evaluate all potential opportunities against a set of criteria asking whether the proposed engagement initiative:

1. Addresses one of the three strategic objectives of the Knight grant plan;
2. Demonstrates a focus on digital and media literacy;
3. Works within a specified time frame;
4. Benefits a specific Charlotte community group; and
5. Includes a measureable goal.

The Next Iteration

Based on the community coordinator's meetings with various organizations and our continuing research and learning about digital and media literacy and civic engagement, these major engagement initiatives represent our starting point this year.

What we will do

1. We will participate in a partnership with Sedgefield Elementary School. Queens University's Center for Active Citizenship (CAC) has chosen this local school as its campus-wide community service project. The goal is to involve as many students and entities at Queens as possible in helping Sedgefield become a better learning environment for children.

   Opportunities for Knight School students to engage at Sedgefield include:
   - Reviving an unused computer lab
   - Teaching computer skills to parents
   - Coaching teachers in maximizing media equipment in their classrooms
   - Teaching the students how to gather and use current and reliable information from the Web
   - Coaching other Queens volunteers on how to integrate digital and media skills into their Sedgefield endeavors

   We believe that a successful first year at Sedgefield could create a model transferable to other schools in Charlotte and usable by other universities.

2. We want to develop a partnership with the YMCA that enables us to teach digital and media literacy to families throughout Charlotte. This idea, envisioned by our Visiting Professor, would enable us to leverage a trusted community resource that is always looking for service opportunities. It will be iterative and might ramp up quickly. We want to try it.

3. To ascertain the digital and media literacy needs of our community, we will set out to begin understanding the information ecosystem in Charlotte. Using Knight Foundation's toolkit to map the city's information systems, we will identify key areas of need for improved digital and media literacy.

4. We will provide a seminar on the digital revolution for the Myers Park Homeowners Association. The seminar will connect the Knight School to its neighbors in one of the largest and most influential neighborhoods in Charlotte. In June, we made a presentation on this subject and engaged an attentive discussion group at the Charlotte City Club. Members asked us to broaden it to a larger community.

5. We will offer an intergenerational summer camp on digital and media literacy. Parents, grandparents and their children may attend a multi-day series of workshops designed to engage families in media awareness and digital literacy.

Future opportunities

There are a number of engagement initiatives that are on our radar screen and may materialize as our understanding and community visibility grow. We anticipate that the community will take notice of the impact the Knight School initiatives are having and will want to be part of the action. We expect this list of possible major initiatives to grow every year.

We might partner with the Charlotte-Mecklenburg Library system. Due to a tight budget, library staff foresees the need to maintain volunteer time at five percent, which means that five percent of their "staff time" would come from volunteer hours. The Knight School could become a partner to help sustain this goal.

Opportunities for engagement include:
- Adopt a library each semester; Knight students help patrons with basic computer skills
- Volunteers lead training sessions on how to use PowerPoint, Word, Excel
- Students volunteer at Imaginon as a digital technical volunteer to help children create a podcast, video or music
- The Knight School partners with the library to begin a speaker series on topics related to digital and media literacy and civic engagement

We might develop a partnership with Citizen Schools, a Knight Foundation grantee that targets middle school students with an after school program of extended learning. The curriculum is focused on what they are learning in class, but also provides the students a chance to learn about the "real world" through apprenticeships.

Opportunities for engagement include:

- Host a speaker/discussion about social media/digital media literacy
- Provide a social media intern
- Assist in the Apprenticeship Program
- Teach their volunteers digital and media literacy skills and how they can incorporate this learning into their apprenticeships

We might create and operate a Social Media Boot Camp. This partnership with the Queens University of Charlotte Career Center would offer a weeklong training course for local businesses and their student interns whose primary focus is social media. This boot camp would equip the interns and employers with the knowledge they would need to succeed in managing a Twitter account, update a Facebook page, learn how to market via social media channels and explore other "real world" digital media issues that concern businesses.

ACTION TWO

Launch numerous small-scale initiatives and serendipitous engagement opportunities that will help transform the culture of civic engagement among students at the Knight School and move the needle on digital and media literacy in the community.

1. Engage faculty, staff, and students in creating a bank of ideas for taking digital and media literacy to the community in small ways that produce measurable results
2. Develop a "just-in-time" process for implementing small-scale projects and events delivering maximum impact
3. Champion the serendipitous digital and media literacy engagement activities that occur in our community by tracking self-reported initiatives on our website

METRICS

1. Reach of small-scale and serendipitous engagements – number of persons and organizations touched
2. Number of students, faculty, and staff volunteering in small-scale and/or serendipitous engagements and hours logged
3. Measured increase in digital and media literacy in the community

Small-scale and serendipitous engagement initiatives

To make a difference in the community, we must approach digital and media literacy in a multi-faceted manner. While large-scale, high impact events will bring learning opportunities to many in the community at one time and raise the visibility of the Knight School digital and media literacy initiative, we seek to go beyond these engagements.

Our small-scale engagements aren't massive one-day events, but rather opportunities to engage Charlotte citizens with initiatives that respond to an immediate need or circumstance. Often, they are recurring ventures that the Knight School can coordinate across time.

We also value the sharing of serendipitous digital and media literacy engagements that occur in our community. These serendipitous engagement initiatives are person-to-person opportunities that improve digital and media literacy.

What we have done

In the past year, our small-scale initiatives have included a Digital Media Workshop Series. The Knight School sponsored 12 workshops on tools ranging from PowerPoint and Prezi, to

Twitter and Wordpress. The workshops were attended by a variety of students, faculty, staff, and community members.

Partnering with *The Charlotte Observer*, the Knight School hosted a social media conference for community members on campus. Knight School honor students staffed the event and provided technical support in introductory classes such as "Facebook 101."

Two days after the Internet was "turned off" in Egypt, Dr. Mohammed el-Nawawy of our faculty led "Current Connections: When Egypt Went Dark," an impromptu question and answer session for students, faculty and community members on the events and their relationship with media.

Some examples of past serendipitous engagement initiatives that might be compelling to document:

- A sophomore communication major explains "writing for the eye" to his co-workers at a local radio station.
- A Knight School professor engages a local lunch group in a discussion on social media and personal privacy.
- A Queens University junior explains the QR-code in the newspaper to a stranger at a coffee shop.
- A senior communication major teaches her teammates on the women's soccer team to tweet to improve team bonding.
- A Knight School graduate student implements digital and media literacy training for children in a non-profit where she works.
- A Queens staff member teaches her mother-in-law how to use her iPhone.

The Next Iteration

For our small-scale engagement initiatives, we anticipate partnering with several local organizations to advance digital and media literacy. We believe that we will be able to draw on the expertise that resides in the Knight School to become a valuable, timely resource in the community.

We plan to document many serendipitous engagements to demonstrate how learning – inside and outside of the classroom – can impact people's lives and the vitality of their communities. The opportunity to tell these stories around digital and media literacy experiences through

our online tracking of such activity breaks new ground and expands the boundaries of what we can learn about how a community is transformed.

What we will do

1. Beginning this summer, we will become active members of the Charlotte Literacy Roundtable. We will learn from other community, business and academic stakeholders' initiatives in the community and share our work with them. Through this network we may find ways to collaborate on literacy projects and better serve the Charlotte community.

2. In Fall 2011, we will launch the Knight School Scholars Program. Students who receive these scholarships will be connected to our service opportunities. In their junior and senior years, they will design and carry out engagement opportunities in Charlotte. They will recruit and train other students and community partners who will teach in the community.

3. We will continue to host and teach the digital media workshop series to students, faculty and staff. We will continue to teach workshops based on a beginner's knowledge of digital media tools. Along with our novice workshops, we will add an intermediate workshop for advanced digital media skill sets.

4. On our website, we will build a tracking system through which students, faculty and staff can report their individual and collective efforts to raise digital and media literacy. We will also document our small scale and serendipitous efforts so that, by telling our story of civic engagement, others around the nation might find a resource to conduct similar efforts in their communities.

Future opportunities

By developing a streamlined process for responding quickly to new opportunities that meet an immediate need, we can leverage our flexibility and multiply the number of community engagements. This will enable us to expand our civic engagement footprint in the community.

There are many opportunities for small-scale engagements that the Knight School may coordinate across time. We will draw on our strong constituency network and our expertise and processes to identify and mine opportunities that will arise in the dynamic environment of these converging constituencies.

The Emerging Digital and Media Literacy Field Constituency

Strategic Objective
Contribute to and expand the emerging field of digital and media literacy through an interactive website, an online journal and an annual forum.

Our goal is to build and engage a community dedicated to exploring and capturing the impact of digital and media literacy initiatives on communities and culture. We aspire to be the most accessible, interactive, and relevant source of ideas, collaboration, and resources for those seeking to develop sustainable models of digital and media literacy in their community.

ACTION ONE

Launch a website exploring the relationship between digital and media literacy and civic engagement and chronicling the Knight School's initiatives.

1. Document Knight School digital and media literacy initiatives
2. Compile stories, resources and reviews that expand the conversation about the relationship between digital and media literacy and civic engagement
3. Incorporate user-generated content, interactivity, and media richness
4. Enlist students, community partners, national emerging experts, and interested others to contribute to the site

METRICS

1. Impressions
2. Frequency of updates
3. Interactivity: Number of users interacting with content on the website (click throughs, comments, sharing via social media)
4. Variety of authors
5. Frequency of media inclusion
6. Traditional media coverage of web site

Existing web presences focus on a variety of aspects of digital and media literacy. Our research leads us to believe that the Knight School's proposed focus on the relationship between digital and media literacy and civic engagement will create a unique niche. We will create an online community of civic organizations, students, faculty, volunteers, and digital media experts that will reach far beyond the Charlotte city limits. The website will be a resource for all things related to digital and media literacy/civic engagement. The website will be the place for interactive, user-generated content and dialogue, shared information and opinion.

What we will do

When we launch in Fall 2011**,** this website will house the following:

1. Digital and media literacy resources
2. Blogs authored by various Knight School participants
3. Information germane to our ongoing efforts, such as upcoming digital and media literacy-related events
4. The website also will link to information and resources on the existing Knight School website
5. The DM3C (Digital and Media Communities, Culture and Civic engagement) journal and popular journal peripherals

Web Curator

The web curator will:

- build and maintain a reputation of publishing accessible summaries, discussions, and illustrations (cases) of the best scholarship in digital and media literacy and civic engagement, including that for DM3C (see Action 2 in this section)
- actively advance opportunities to target information toward communication professionals, journalists, community leaders, academics, and students
- develop and maintain the production schedule for the website that contains the journal, its peripheral offerings, web-based resources, and blogs by students, faculty, and community partners
- actively solicit and create articles, media, and blog posts for use on the site; serve as the primary contact for students, faculty, community, and professional authors featured on the site
- ensure that the site is live and current with daily updates
- oversee the design and content of the site.

The support staff will include student interns for web-journal support.

We will hire a web developer to establish the design for the site and retain the developer for further opportunities. Once the site is designed, the website's content owner will be the web curator and supporting personnel.

The Next Iteration

The website will be an organic, ongoing and iterative process for which we are laying the foundation in this plan. It will be driven by the Knight School of Communication, but also by its users and audience. We will actively seek feedback from users and others who can help us learn and improve. As others see and read our story of civic engagement in Charlotte, they will be led to share their communities' efforts in this arena. We will experiment with and promote a variety of media on the website. Our intent is to integrate the activities and thinking among our three constituencies, showcase their learning in digital and media literacy and document how it affects communities and civic engagement.

ACTION TWO

Create a web journal titled DM3C (Digital and Media Communities, Culture and Civic engagement) that will contribute to the emerging field of digital and media literacy whose purpose is to examine the ways people use technology to create, sustain and change communities on local, national and global levels.

1. Focus the niche of the journal through the leadership of its editors.
2. Build a national, interdisciplinary conversation surrounding digital and media literacy and civic engagement.
3. Utilize the website to make content accessible to all audiences.
4. Incorporate user-generated content, interactivity, and media richness.
5. Utilize students, community partners, national emerging experts, and interested others to contribute to the site.

METRICS
1. Volume of submissions
2. Readership
3. Volume and frequency of published items
4. Media coverage
5. Accessibility and readability of articles
6. Inclusion of mediated forms beyond traditional "writing"

The field of digital and media literacy is currently accessed via two national journals: The Journal of Digital Media Literacy and Education and the Journal of Digital and Media Literacy. Other journals, like Visual Culture, Cyberculture, and Learning, Media, and Technology, offer digital and media literacy as one component of a larger area of study. These journals are traditional, academic journals. Although some are on the web, most web versions are still print-focused.

Web Editor

We will identify an internal Knight School member to act as the editor of the journal as well as a graduate assistant for additional support.

The editor will be responsible for all aspects of publication associated with maintaining DM3C and presenting perspectives on the intersection of digital and media literacy, communities, culture and civic engagement and related inquiry. The editor will ensure that DM3C builds and maintains a reputation to publish the best scholarship in these areas.

What we will do

1. We will launch DM3C as a national resource for research into the link between digital media literacy and civic engagement.

2. This "not your old school academic journal" will publish on a rolling basis, resulting in annual volumes of peer-reviewed papers, media reviews, and editor-invited articles. It will be searchable and linkable with embedded media.

3. Each volume will include an "editor's choice" of links to multi-modal essays housed on the website. This will allow the journal to maintain its scholarly integrity and link readers to web-based resources.

4. Content on the web journal will include user comments on every entry that will be easily accessible from the journal's published volumes. Web content will also include multiple summaries of each published article, author interviews, applications and implications for practice, or other popular pieces. All content will meet a Flesch Test readability score of 35 or better.

DM3C and its web peripherals are inherently intertwined with each other and with the overall web presence.

The Next Iteration

Similar to the website, we see the web journal content and format evolving over time. After the first year of entries (volume 1), we will revisit this plan, assess what worked and/or didn't and determine what our metrics tell us about the journal's progress toward achieving its purpose in the field of digital and media literacy. We will make changes as necessary to improve the journal.

ACTION THREE

Establish a forum for best minds in the field to gather and discuss issues relevant to digital and media literacy and civic engagement

1. Identify existing and emerging experts and community leaders in digital and media literacy and civic engagement to invite to the forum
2. Gather a variety of experts, leaders and thinkers annually
3. Facilitate focused interaction and discussion at the forum on a high-interest topic
4. Through our website, report the conversation and conclusions to a national audience
5. Engage the individuals in the Knight School's work on an ongoing basis

METRICS

1. Feedback from participants
2. Inclusion of experts in the ongoing work of the Knight School
3. Discussion and learning generated by forum interactions and shared on the website

This forum in digital and media literary and civic engagement, which we have named "DM3C Live," will be an annual event hosted by the Knight School to bring together the leading thinkers, innovators, scholars, and practitioners in the area of digital and media literacy. "DM3C Live" is a retreat aimed to inspire a small number of best minds to think, discuss, and collaborate among a group of diverse experts. The true intent of the forum is to gather the most relevant experts for an intensive, thought-provoking opportunity to engage each other in conversation.

What we will do

Discussions will produce Statements of Intent on key forum topics that can serve as inspiration for future community engagement, research, teaching, and learning. The statements and other results of DM3C Live will be digitized and shared on our website for public dissemination and future collaboration.

DM3C Live

Participants will spend a day and a half in conversation with one another around the relationship between digital and media literacy and engaged communities. Some of the questions to be pondered, discussed, and considered might include:

- What does it mean to be literate in a digital age?
- What impact does digital and media literacy have on a society?
- What is the relationship between digital and media literacy and civic engagement?
- How can digital literacy be "taught" to communities?
- What's next for digital and media literacy and civic engagement?

The topic for the first DM3C Live will be an exploration of the connection between digital and media literacy and civic engagement: Why does it matter? What are the issues and challenges? What type of initiatives are making a difference?

The Next Iteration

After the first DM3C Live, we will collect feedback from participants, seek new ideas and improvements and revisit this model to plan for future gatherings of the best minds in digital and media literacy. We will share the conversations and conclusions on our website and seek to continue the conversation with a broader audience.

MASTER PLAN METRICS
organized by constituency-based indicators of success

STUDENTS:
Update and expand digital and media literacy in the university's teaching programs including the university-wide Core Program in the Liberal Arts and Knight School undergraduate and graduate curricula.

All Knight School Students engaged in digital and media literacy learning and civic engagement initiatives by 2012.
- Percent of undergraduate students in Knight School receiving digital and media training
- Percent of Knight School students -- undergraduate and graduate -- participating in digital and media literacy initiatives in the community
- Percent of graduate courses incorporating digital and media literacy

Annual increase in number of students university-wide introduced to /involved in digital and medial learning and civic engagement activities during their academic careers
- Percent of undergraduate students introduced to digital and media literacy through the university-wide Core program

Annual increase in number of students demonstrating mastery of the ability to consume and create in digital and media forms
- Annual assessment of university-mandated Student Learning Outcomes (graduate and undergraduate)

COMMUNITY:
Introduce and expand digital and media literacy in the community through partnerships and engagement initiatives.

Increased impact in the community
- Reach: annual increase in number of people we are touching in the community
- Increased proficiency in digital and media literacy in the communities we serve based on pre/post surveys
- Number of people and organizations served by major, small scale and serendipitous initiatives
- Number of students, faculty and staff volunteer and engagement hours logged
- Knight School visibility; awareness of initiatives in Charlotte based on media coverage, informal surveys

Successful implementation with measurable results of planned engagements initiatives by Spring 2012
- Planned initiatives completed, results captured and outcomes published on website

EMERGING FIELD of DIGITAL & MEDIA LITERACY:
Contribute to and expand the emerging field of digital and media literacy through an interactive website, an online journal, and an annual forum.

Annual growth in usage of website, journal and forum
- Impressions
- Variety of authors
- Frequency of media inclusion
- Traditional media coverage of website

Accessibility of new learning, information, materials and resources by the general public
- Readership
- Volume and frequency of published items
- Media coverage
- Accessibility and readability of articles (Flesch 35)
- Inclusion in journal of mediated forms beyond traditional "writing"

Annual increase in vitality (quantity and quality) of discussion of digital and media literacy and civic engagement
- Volume of submissions to journal
- Frequency of updates
- Interactivity: number of users interacting with content on the website (click throughs, comments, sharing via social media)

Appendix A

Knight School grant planning process

Knight School Teams Spring 2011

Operations
Zachary White
Kim Weller Gregory
Van King
Rachel Widener
Karen S. Dunn

Community Coordination
Jennifer Hull
Karen S. Dunn
Daina Nathaniel
Nancy Clare Morgan

Journal Development
John A. McArthur
Jennifer Hull
Mohammed el-Nawawy
Leanne Pupchek

SWOT
Kim Weller Gregory
Jane Sharp
All Faculty/Staff Invited
GSQC:
    Leanne Pupchek
    Zachary White
USQC:
    John A. McArthur
    Daina Nathaniel

Web Development
John A. McArthur
Jennifer Hull
Van King
Jim Neale

Curriculum/ Classroom-Based Digital and Media Literacy Teaching Efforts
CORE team
GSQC:
    Leanne Pupchek
    Zachary White
USQC:
    John A. McArthur
    Daina Nathaniel

Appendix A
Knight School grant planning process

Stakeholders in the Strategic Planning Process

Definition: a stakeholder is anyone who is affected by the plan, whether they know it or not
- Those who have to carry out the plan elements
- Those with opinions and/or expertise
- Those with whom we have to build relationships
- Those we have to teach
- Those who support us (resources)
- Those who are invested
- Those who need to be informed

KNIGHT FOUNDATION MASTER PLAN STAKEHOLDERS

UNIVERSITY   EXTERNAL

Faculty
Queens
Digital and Media literacy
Knight School
Academics
Prospective faculty

Students
All Queens students
Graduate students
Communication majors
Communication-interested (minors)
Prospective students

Charlotte
non-profits
Charlotte Myers Park
Government
Businesses
Citizens
School System
Libraries
Media
Social Media Charlotte
Local professional orgs.

Knight Foundation
Charlotte
National

Staff
library
internships
Dean of Students
Knight School staff
Prospective staff
Presbyterian Church
IT
Marketing

Administration
President Davies
Advancement
Academics
Facilities

Regulators
Hiring (internal)
Faculty load (internal)
Accreditation:
NCA, SACS, AEJMC
Board of Trustees

Contract Employees
Ad Agency
web developer

Queens Friends   **Queens Board of Trustees**   **Knight Foundation Board of Advisors**   **Rest of Queens University**

Appendix B

CORE curriculum at Queens University of Charlotte

Core Program in the Liberal Arts

CORE 112 Noble Lives

Noble Lives: Today's students live in a diverse and multicultural world that makes it increasingly challenging to understand what it means to be a noble person. This course explores the lives of several noble persons and the cultures and experiences that shaped them. CORE 112's Defining Questions: What does it mean to live a noble life? What can pre-modern traditions teach us about nobility today? What can "nobility" mean in an increasingly democratic, twenty-first century world? How do noble people inspire us to act? 4 hrs.

CORE 122 Modern Citizenship

Modern Citizenship: Building on examples of noble lives from the first semester, this course will explore what it means to apply those lessons in the American context. In particular, students will experience what it means to be an active and responsible citizen in the modern world. CORE 122's Defining Questions: What are the rights and responsibilities of American citizenship? How have the definition and cultural meaning of citizenship changed over time? How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship? How can we sustain and remain active American citizens in a rapidly changing and expanding society? 3 hrs.

CORE 222 Global Citizenship

Global Citizenship: During the sophomore year, students will explore what it means to be a noble person who is actively engaged in the world. In particular, students will investigate the political, economic, and social issues shaping other nations and the world. Using this new perspective, students will then seek to understand the responsibilities that accompany citizenship in an increasingly interdependent world. CORE 222's Defining Questions: How can Americans better understand other cultures? What does it mean to be a global citizen? How does a region or nation's place in the world impact its global rights and responsibilities? What are some of the most pressing problems in the world and why do they exist? How might a global citizen approach resolving some of these problems? 3 hrs.

CORE 412 Applying Ethics

Applying Ethics: This case-based course refines and applies the powers of critical thinking and ethical judgment developed in earlier CORE Program courses. It begins with an examination of ethical theories and then applies them to a variety of issues. CORE 412's Defining Questions:

What ought I to do in this or that situation? What kind of person do I want to be? What do I regard as the best possible life? What do I regard as a good or just community? 3 hrs.

Sample Syllabus: CORE 122: Modern Citizenship

Instructor: Zachary White, Ph.D.
Office Location: Dana 102-D
Office Phone: 704-688-2731
Office Hours: Monday, Tuesday, Thursday and Friday—9:30-10:30 a.m. and by appointment
Email: whitez@queens.edu

Core Mission Statement:

The mission of the Core Program in the Liberal Arts through its developmentally related courses is to engage all College of Arts and Sciences students in a shared experience of thinking critically and integratively about perennial human concerns and their diverse cultural and historical expressions, thereby furthering the University's mission to provide educational experiences that transform students' lives and foster personal and professional success.

Course Description:

Core 122 is the second of four courses in the Core Program in the Liberal Arts and is taken in the second semester of the freshman year. Building on examples of noble lives from the first semester, this course will explore what it means to apply those lessons in the American context. In particular, students will experience what it means to be an active and responsible citizen in the modern world. Core 122's Defining Questions: What are the rights and responsibilities of American citizenship? How have the definition and cultural meaning of citizenship changed over time? How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship? How can we sustain and remain active American citizens in a rapidly changing and expanding society?

In Core 122, students will focus on the rights and responsibilities of citizenship in the American context and apply theories about citizenship to modern situations. Designed to produce informed, responsible and active citizens, this course also will expose students to a variety of readings and exercises that will encourage them to examine critically the contemporary issues facing the nation.

Learning Objectives:

> Students will be able to demonstrate an understanding of the need for social and civic responsibility.
> Students will have engaged in community service and will be able to explain the impact of Queens' service projects.

Students will be able to demonstrate an understanding of key American issues.
Students will be able to understand a problem, generate ideas, and plan for solutions.
Students will be able to construct and evaluate arguments.

Unit One: Making Citizenship Modern (common material)

The goal of the first unit of the course is to ensure that students will understand the historical concept of modernity and be able to demonstrate an understanding of the need for social and civic responsibility in the modern world. To be active citizens, students must understand how and why the American political system was created and how early Americans understood the rights and responsibilities of citizenship. To accomplish this goal, students will learn about (1) the basic ideas that led to American independence; (2) the essential components of the American political system and how it works; and (3) the limits of American citizenship in the revolutionary era. Student success in achieving these goals will be measured by an exam at the end of the first unit and by a Citizenship Test at the end of the semester.

Unit Two: Understanding Modern Citizenship (topic-focused units)

The goal of the second unit of the course is to ensure that students will be able to apply concepts learned in Unit One about American citizenship and civic responsibility to a modern topic. Building on the materials studied in Unit One and armed with a thorough understanding of the responsibilities of active citizenship, students will explore active citizenship and rights in specific contexts designed by their section professors. These units will last 6 weeks and will focus on one of the following topics:

Education: No Child Left Behind? Public Education in America
The Environment: Paper or Plastic? Environmental Choices in a Complex World
Mediated Citizenship
Food: Food for Thought.
American Dreams/American Dilemmas

Student success in achieving these goals will be measured by tests during or at the end of this unit, performance in the Citizen's Forum, and performance on the cumulative final exam.

Unit Three: Being an Active Citizen

Through preparation for and participation in Core 122's signature event, The Citizens' Forum, students will improve their critical and creative thinking skills by demonstrating their ability to understand a problem, generate ideas, and plan for solutions. Students will demonstrate their success in mastering these skills by producing a research paper on one of the issues generated by the topics in Unit Two.

Required texts:

1. Required for all sections:

All readings are available in the course notebook.

2. Required for Unit Two topics:

Additional books for the mid-semester topic units may be required. Check your professor's topic syllabus. Buy these books at the beginning of the semester; the bookstore returns books at mid-semester.

Course Schedule

UNIT ONE: Making Citizenship Modern

1/10 M   Introduction

What are the rights and responsibilities of citizens today?

WHAT DOES MODERN MEAN?

1/12 W What does Modern mean?

Reading: Modernity essay

1/14 F   What is a modern man?

Reading: Ben Franklin Autobiography, excerpt

How is he modern? How does a modern person improve themselves and their society?

1/17 M MLK, Jr. Day

CONSENT

1/19 W Consent and government

Reading: Locke

1/21 F   The American Experience

Reading: VA Stamp Act Resolves (1765)

What is the American understanding of consent?

 RIGHTS

1/24 M   Extending Rights

Reading: Douglass, Constitution

1/26 W Modern Rights and Responsibilities

Reading: Seneca Falls, Bill of Rights

Women's demands – how are they modern?

1/28 F   Protecting Rights

Reading: Bill of Rights, Roosevelt Economic Bill of Rights, Sub-unit example

REPRESENTATION

1/31 M   American Representation

Reading: Sunstein article (http://www.nybooks.com/articles/22453)

Consider American Republicanism, balance of powers, separation of powers

2/2 W   Contemporary Representation

How do modern interest groups shape gov't today?

Do they impair our representation? Do they get in the way? How are they useful?

Besides electing representatives, how do we participate in our gov't?

PARTICIPATION

2/4 F   <u>An Engaged Society</u>

Reading: de Tocqueville, excerpt

How did Americans engage in politics and society?

2/7 M   <u>Modern Engagement</u>

Reading: Gore, Assault on Reason, excerpt

2/9 W   Service Project Discussion

Reading(s): "The Limits of Charity," D. Hilfiker

2/11 F   EXAM

UNIT TWO: Understanding Modern Citizenship
Sub-Units

Mediated Citizenship

The Media and Its Rights

Week 6

Feb 14   What is Digital and Media Literacy? Goals, Brief History and Defining Terms

Handout: Citizens Forum Paper Assignment

Readings: Potter, J. (2011). *Media literacy* (5th ed.) (pp. 3-29). Thousand Oaks, CA: SAGE. (A link to this reading will be provided on your class Moodle site).

Feb 16 The First Amendment: "Congress shall make no law… abridging the freedom of speech or of the press…"

Readings: Rowling, J. K. (2003). The beetle at bay. In *Harry Potter and the Order of the Phoenix* (567-569). New York, NY: Scholastic Press. (A link to this reading will be provided on your class Moodle site).

Buchanan, B. J. *About the First Amendment.*

http://www.firstamendmentcenter.org/about.aspx?item=about_firstamd

Smolia, R. *Overview of freedom of speech.*

http://www.firstamendmentcenter.org/Speech/overview.aspx

*Required Viewing (3 showing times: TBA): *The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers.* (2009). [Electronic version]. Harriman, NY: New Day Films.

*Required attendance at one of the two following sessions: Scott Shane, lead reporter for The New York Times on the Wikileaks story, will speak at Queens on Thursday, Feb. 17, at 7 p.m. in Dana Auditorium. Scott Shane will also be speaking to students on Feb. 17 in Sykes Auditorium. The specific time of this session will be forthcoming.

*Required Media Workshop: 6 workshops on creating effective and compelling Power Point presentations will be provided throughout the semester. You are required to sign up and attend one workshop. More details forthcoming.

Feb 18 Who is the Press? The "three pillars" of the First Amendment for the press

Readings: Bollinger, L. C. (2010). Uninhibited, robust, and wide-open. In *Uninhibited,*

Robust, and Wide-Open: A Free Press for a New Century (1-43). New York: Oxford University Press. (A link to this reading will be provided on your class Moodle site).

Feb 21   "Three pillars" continued. WikiLeaks – Today's "Pentagon Papers"?

Wikileaks (browse "Cable Gate" and "Iraq War Logs")

http://wikileaks.org/

Cohen, N. (2010, April 18). What would Daniel Ellsberg do with the Pentagon Papers today? *New York Times.*

http://www.nytimes.com/2010/04/19/business/media/19link.html

Tofel, R. (2010, July 26). Why WikiLeaks' 'War Logs' are no Pentagon Papers. *ProPublica.*

http://www.propublica.org/article/why-wikileaks-war-logs-are-no-pentagon-papers

Engelberg, S. (2010, July 30). How WikiLeaks could change the way reporters deal with secrets. *ProPublica.*

http://www.propublica.org/article/how-wikileaks-could-change-the-way-reporters-deal-with-secrets

A note to readers: The decision to publish diplomatic documents. (2010, November 28). [Editorial]. *New York Times.*

http://www.nytimes.com/2010/11/29/world/29editornote.html

Person of the Year 2010

http://www.time.com/time/specials/packages/

article/0,28804,2036683_2037118_2037146,00.html

The Media and Consent

Week 7

Feb 23   **Service Learning Day**

Feb 25   What is "deliberation"? How is deliberation "mediated" in our modern democracy?

Reading: *Who Deliberates?* by Page, Benjamin (1996). Public deliberation and democracy. In *Who Deliberates* (1-16). Chicago, IL: University of Chicago Press. (A link to this reading will be provided on your class Moodle site).

Due: The Media and Its Rights Assignment

Feb 28   How do we determine the "will of the people" in a mediated world?

Reading: "Parsing Election Day Media: How the Midterm Message Varied by Platform" (Pew Research Center's Project for Excellence in Journalism) –Read entire summary, including all links in the "Table of Contents" box.

http://www.journalism.org/analysis_report/

parsing_election_day_media_how_midterms_message_varied_platform

Mar 2   When is protest real?   How do we know when it's "the people" speaking?

Watch: The "Astroturf Wars"/Class Discussion

Reading/listening: "'Independent' Groups Behind Ads Not so Independent" (27 October 2010, NPR). Listen to story and explore "Mapping the Connections" link.   http://www.npr.org/templates/story/story.php?storyId=130836771

Week 8

Mar 4   Will the revolution be "tweeted?" New media forms and protest.

Reading: Frank Rich, "Facebook Politicians Are Not Your Friends" (*New York Times,* 9 October 2010): http://www.nytimes.com/2010/10/10/opinion/10rich.html?_r=1&ref=frankrich and Malcolm Gladwell, "Small Change: Why the Revolution Will Not be Tweeted" (*The New Yorker*, 4 October 2010): http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell

Media and the Construction of Political Realities

Week 9

Mar 7   **Service Learning Day**

Mar 9   The Medium is the Metaphor and the Message

Reading: Postman, N. (1984). *Amusing ourselves to death: Public discourse in the age of showbusiness* (3-15). New York, NY: Penguin. (A link to this reading will be provided on your class Moodle site).

Richtel, M. (New York Times, 21, November 2010). "Growing up Digital: Wired for Distraction": **http://www.nytimes.com/2010/11/21/technology/21brain.html**

In-class exercise and discussion http://www.npr.org/templates/story/story.php?storyId=93022059

Due: The Media and Consent Assignment

Mar 11   The Construction of Political Enemies and Dangers

Reading: Edelman, M. (1988). *Constructing the political spectacle* (66-82). Chicago: The University of Chicago Press. (A link to this reading will be provided on your class Moodle site).

In-class exercise: Glenn Beck "Restoring Honor" speech: http://www.mediaite.com/tv/glenn-becks-rallying-cry-to-america-one-man-can-change-the-world/

In class exercise: Jon Stewart's "Rally to Restore Sanity and/or Fear" speech: http://www.youtube.com/watch?v=6JzGOiBXeD4

Week 10

Mar 14   SPRING BREAK

Mar 16   SPRING BREAK

Mar 18   SPRING BREAK

Week 11

Mar 21   How You Interact With (and Make Sense of) Mediated Political Sideshows

Reading: Gitlin, T. (2002). *Media unlimited: How the torrent of images and sounds overwhelms our lives* (118-164). New York, NY: Henry Holt and Company. (A link to this reading will be provided on your class Moodle site).

Mar 23   What/Who gets lost in translation?

Reading: Alex Jones, "Losing the News". http://www.npr.org/templates/story/story.php?storyId=111985662

Evolving Forms of Citizen Participation

Mar 25   How Can Citizens Participate in the Digital Age?

Read: "We The People, The Citizen and the Constitution" http://www.civiced.org/

index.php?page=wtp_ms28_sb
Due: Media and the Construction of Political Realities Assignment

Week 12

Mar 28   Forms of Citizen Participation in the Digital Age?

Read: "Changing Citizenship in the Digital Age" by W. Lance Bennett http://www.mitpressjournals.org/doi/abs/10.1162/dmal.9780262524827.001

Mar 30   How to Participate in the Digital Age Cont'd

Read: "Shepard Fairey's project: "Art for Obama" http://latimesblogs.latimes.com/culturemonster/2009/07/obama-book-shepard-fairey-jennifer-gross-art-presidential-election.html

Apr 1   **Class Cancelled: Take Home Exam Project must be completed and posted to Moodle no later than 1 p.m. on Sunday, April 3rd.**

UNIT THREE: Being an Active Citizen – the Forum

Week 13:   Citizen's Forum I

M   Apr 4   Preliminary Proposal

Task: Assess topic options and debate proposal possibilities. Identify roles.

W   Apr. 6   Work on Proposal

Task: Formulate proposal.

F   Apr 8   Finalize Proposal

Task: Revise and finalize draft of proposal

Week 14

M   Apr. 11   First Citizen's Forum

Proposals presented and questioned

Sykes Aud.

W   Apr. 13   First Citizen's Forum Presentation Day #2

Proposals presented and questioned

Sykes Aud.

F   Apr. 15   Work on Revisions

Week 15:   The Final Citizen's Forum

M   Apr. 18   Final Citizen's Forum

Revised proposals presented and voted up or down

Sykes Aud.

W   Apr. 20   Final Citizen's Forum

Revised proposals presented and voted up or down

Sykes Aud.

F   Apr. 22   EASTER HOLIDAY

Week 16

M   Apr. 25   Review Citizen's Forum

Task: Debrief on the experience in active citizenship

Appendix C

Introduction to COMM 210

<div style="border:1px solid black;">

Sample Syllabus: Introduction to Digital Media
Summer 2011
Tuesday– 6 – 9:00

INSTRUCTOR: Dr. Jim Neale   OFFICE PHONE: (704) 688-2895
OFFICE: Dana 102B
OFFICE HOURS: M-Th 8:00 to 5:00, by appointment only
EMAIL: nealej@queens.edu

The Commuter Hotline number is (704) 337-2567. Consult this hotline for information on inclement weather, schedule changes and cancelled classes.

REQUIRED TEXT:

Roberts-Breslin, Jan. *Making Media: Foundations of Sound and Image Production,* Second Edition. Focal Press, 2008.   ISBN 0-240-80907-6

Gillmor, Dan. *Mediactive*. Creative Commons, 2010. ISBN 978-0-9846336-0-9

COURSE DESCRIPTION:

This course provides an introduction for communication students to the study and production of digital media. Students will learn how to analyze and produce digital text, hypertext, WebPages, digital photos, digital audio, podcasts, multimedia presentations and digital video.   The course will also cover supporting topics including writing skills, listening skills, media literacy, visual composition, computer skills, online publishing, nonlinear editing, delivery medium and media convergence. Throughout the course, students will be involved in hands on projects that will help them begin to acquire the skills as a producer of digital media.

COURSE OBJECTIVES:

At the end of the course, the students will be able to:

- Demonstrate by action effective writing and listening skills.
- Demonstrate by action basic computer skills.
- Produce digital text and hypertext.
- Create a webpage.
- Demonstrate through discussion knowledge of media literacy and visual composition.
- Record and edit a digital audio file.
- Compose, take and display digital still images.
- Acquire, edit and display digital video files.
- Create and display a multimedia presentation.
- Demonstrate by delivery knowledge of media convergence

</div>

REQUIREMENTS:

All students must attend class and complete reading assignments. More than two absences will adversely affect a final grade. There will be quizzes, assignments, and a final exam/project. There will be a hypertext project, a website project, a digital audio project, a digital still image project, a digital video project and a non-linear multimedia project. Each student will need to acquire a USB thumb drive (2GB recommended) and a SD memory chip (at least 2GB). Each student is expected to act in a professional manner.

Hypertext Assignment:

Students will research and write an electronic paper of 500 words. This paper may be on any communications topic. It must have at least 20 hyperlinks and must be referenced. APA style is recommended.

Webpage Assignment:

Students will research and create a webpage on a selected communications topic. This topic must be different than the hypertext assignment. The webpage must have 5 links, 3 tables and 5 digital images.

Digital Still Image:

Students will research a topic and take 20 digital images. These images must include examples of composition, such as 'Rule of Thirds', 'Balance', 'Symmetry', 'Framing', 'Leading Lines', and 'Lead Space'.

Digital Audio Assignment:

Students will research and write an audio script. They will then create a 5 minutes digital audio file. This can be on any communications topic, including the topics covered by the hypertext, webpage and digital still image assignments. Students must include at least two different voices and use a music bed for at least 30 seconds.

Digital Video Assignment:

Each student will be placed in a small group of students. Students will research a topic and write a video script on a topic of their choice. The students will then get approval of their script for production from the professor. They will then acquire and edit raw digital video footage to create a 3-5 minute video. The video must include graphics, two voices, and music. The digital video file will then be recorded to DVD and compressed for video streaming.

Non-linear Multimedia Assignment:

Students will create a non-linear multimedia presentation on PowerPoint. This presentation may

be on a topic of the student's choice, preapproved by the professor. It must include 20 slides, two audio clips, a video clip, 10 digital stills, 5 links to websites and 10 pieces of clip art.

Quizzes:

There will be a number of quizzes given during the semester. Quizzes will be announced in advance. These quizzes will consist of several short essays. Each quiz will cover the assigned readings.

Class Calendar

Week	Topics	Reading	Assignment
1	Content and Preproduction 'Work Flow'	Ch. 1 m ch 1-6	Hypertext Due
2	The Frame 'Rules of Composition'	Ch. 2 m ch 7-11	
3	Depth and Movement in the Frame 'Showing 3D in a 2D medium'	Ch. 3	Webpage Due
4	Lighting 'Objectives of light'	Ch. 4	
5	Sound 'Minds Eye'	Ch. 5	Digital Images Due
6	Sound and Image 'The Role of Listening'	Ch. 6	
7	Time 'Editing Audio'	Ch. 7	
8	Linear Structure	Ch. 8	Digital Audio Due
9	Linear Structure (continued) 'Editing Video'	Ch. 9	
10	Non-linear Structure	Ch. 10	
11	Production, Exhibition and Distribution 'Convergence'	Ch. 11	Digital Video Due
12	Production, Exhibition and Distribution (continued)		
13	Non-linear Multimedia Project		Non-linear Multimedia Due

Final Exam to be announced.

Appendix D

Knight School of Communication: undergraduate major and graduate program requirements

Undergraduate Major

The James L. Knight School of Communication prepares consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The Knight School of Communication offers coursework leading to a Bachelor of Arts degree. The Major in Communication provides students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of communication in a variety of settings.

All Knight School of Communication students choose to focus their studies in relational communication, organizational communication, sports communication, journalism, or media studies. Students interested in the development, analysis, and critique of compositions in various media forms may elect media studies; students interested in how news and public affairs messages are developed for and by the media may elect journalism; students interested in how communication occurs within organizations or between organizations and their publics may elect organizational communication; students interested in sports agency, teams, management, and publicity may elect sports communication; and students interested in the way that interpersonal, intercultural, nonverbal, and gender communication play out across public and private contexts may elect relational communication.

The Knight School of Communication's variety of minors allows students to supplement their major studies with a minor in the communication field. Students from all disciplines outside the Knight School of Communication are invited to minor in communication studies, media studies, journalism, organizational communication, relational communication, or sports communication. All students, including communication majors, may elect to complete a minor in pop culture – an interdisciplinary minor housed in the Knight School of Communication.

Admission to the Knight School of Communication

Students wishing to major in communication must apply to the Knight School of Communication. Applications are available online and through the Knight School of Communication Dean's office. The Knight School of Communication student qualifications committee reviews applications to the major and approves students for the major. Acceptance to the Knight School of Communication major programs requires a minimum GPA of 2.2 with no grades below C- in the prerequisite courses.

Evening Programs

The Knight School of Communication is committed to ensuring that major programs are available in both the day and evenings. Students wishing to complete a major in Communication by taking classes solely in the evening and on Saturdays should choose a track

of study in either relational communication or organizational communication. Those wishing to minor in Communication taking courses only in the evening should elect a minor in communication studies, relational communication, or organizational communication. Students choosing other major or minor programs of study should note that some day classes will likely be required.

Communication Major

Requirements for the major in Communication are completion of the prerequisite requirements (9 hours), the core requirements (15 hours), and one communication concentration (18 hours) for a total of 42 hours toward the communication major.

Major requirements (42 hours)

Prerequisite requirements (9 hours):
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
COMM 202 Writing for Communication (this course meets the university writing-intensive requirement)
Core requirements (15 hours):
COMM 210 Digital Media Production
COMM 250 Communication Theory
COMM 320 Communication Research
COMM 401 Communication Seminar
COMM 495 Communication Capstone
Completion of one communication concentration in either organizational, relational, sports, media studies, or journalism (18 hours, see below)

Organizational Communication Concentration (18 hours)
COMM 217 Business Communication
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 335 Persuasion
COMM 344 Group Dynamics & Team Building
Plus 3 elective hours of courses with COMM prefix

Relational Communication Concentration (18 hours)
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
Choose 2 courses (6 hours) from the list below:
COMM 312 Nonverbal Communication
COMM 317 Gender Communication
COMM 334 Family Communication
COMM 345 Communication across Generations
Plus 3 elective hours of courses with COMM prefix

Sports Communication Concentration (18 hours)

COMM 356 Sports Communication & Culture
COMM 357 Sports Promotion & Publicity
COMM 204 News Writing & Editing
COMM 329 Sports Reporting
COMM 358: Interpersonal Relations in Sports
COMM 359 Sports: Ethics, Law, & Media

Media Studies Concentration (18 hours)

COMM 343 Mass Communication
COMM 309 Media Aesthetics or COMM 311 Media Criticism
One course in Global or International Media (COMM 325 or COMM 346)
COMM 364 Media Law
Plus 6 elective hours of courses with COMM prefix

Journalism Concentration (18 hours)

COMM 204 News Writing & Editing
COMM 304 Advanced News Writing: Print or COMM 310 Advanced News Writing: Broadcast
COMM 315 Layout and Design or COMM 370 Advanced Digital Media Production
COMM 352 History of American Journalism or COMM 353 We Interrupt this Broadcast
COMM 364 Media Law
Plus one additional course (3 hours)* with a COMM prefix

*Journalism students are advised to satisfy this requirement with a journalism-focused writing or skills-based course (e.g. Adv. News Writing, Sports Reporting, Practicum). COMM 213 Practicum: Queens Chronicle may be taken twice to fulfill this requirement.

Note: Journalism students are advised to select a Communication Seminar (COMM 401) with a Journalism-related title to build their skills in reporting, writing, or media production in preparation for their Communication Capstone (COMM 495).

Minors

COMMUNICATION STUDIES MINOR (18 hrs)

(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
Choose 4 courses (12 hours) with a COMM prefix

ELECTRONIC JOURNALISM MINOR (18 hours)

(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 210 Digital Media Production
COMM 204 News Writing & Editing

COMM 310 Advanced News Writing: Broadcast
COMM 364 Media Law
Choose 1 course (3 hours) from the following list:
COMM 353 "We Interrupt this Broadcast"
COMM 370 Advanced Digital Media Production

MEDIA COMMUNICATION MINOR (18 hrs)
(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 210 Digital Media Production
COMM 343 Mass Communication
COMM 364 Media Law
One course in media criticism (COMM 309/ COMM 311/ COMM351)
One course in global media perspectives (COMM 325/ COMM 346/ COMM 401 with global media-related title)

ORGANIZATIONAL COMMUNICATION MINOR (18 hrs)
(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 217 Business Communication*
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
Choose 2 courses (6 hours) from:
COMM 317 Gender Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
COMM 335 Persuasion
COMM 344 Group Dynamics & Team Building
COMM 357 Sports Promotion & Publicity
COMM 401 Communication Seminar (with organizational-related title)
All McColl School of Business majors enroll in COMM 217 for their major requirements. COMM 217 cannot apply to both the major and minor. Business majors who choose a minor in Organizational Communication must select an alternate course from the above list to reach the required 18 hours in the Organizational Communication Minor.

POPULAR CULTURE MINOR (15 hours)*
(Interdisciplinary minor housed in the School of Communication)
COMM 348 Communication and Popular Culture
Choose 1 course (3 hours) from the following list:
COMM 231/DRAM 231 Film History and Criticism
COMM 233/DRAM 233 Television History and Criticism
Choose 3 courses (9 hours) from the following list:
COMM 311 Media Criticism
COMM 343 Mass Communication

COMM 351 Film: Process & Product
COMM 356 Sports: Communication & Culture
COMM 401 Communication Seminar (with pop-culture-related title)
ART 306 History of Design
ART 315 Art of the Modern Era
ART 325 History of Photography
ART 400 Art Criticism
HIST 352/COMM 352 History of American Journalism
HIST 353/COMM 353 "We Interrupt this Broadcast"
HIST 289 Seminar in US History (with a pop-culture related title)
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
PHIL 240 Philosophy through Film
Note: some courses in this minor may require prerequisites.

PRINT JOURNALISM MINOR (18 hours)
(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 204 News Writing & Editing
COMM 304 Advanced News Writing: Print
COMM 364 Media Law
Choose 2 courses (6 hours) from the following list:
COMM 213 Queens Chronicle (at least 3 hours)
COMM 315 Layout and Design
COMM 352 History of Journalism

RELATIONAL COMMUNICATION MINOR (18 hrs)
(Departmental Minor)
COMM 101 Introduction to Communication Studies
Choose 5 courses (15 hours) from the following list:
COMM 312 Nonverbal Communication
COMM 317 Gender & Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
COMM 334 Family Communication
COMM 345 Communication Across Generations
COMM 401 Communication Seminar (with relational-related title)

SPORTS COMMUNICATION MINOR (18 hrs)
(Departmental Minor)
COMM 101 Introduction to Communication Studies
COMM 356 Sports Communication & Culture
COMM 357 Sports Promotion & Publicity
COMM 358 Interpersonal Relationships in Sport
COMM 359 Sport: Ethics, Law, & Media

Choose 1 course (3 hours) from the following:
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 327 Intercultural Communication
COMM 335 Persuasion
COMM 401 Communication Seminar (with sports-related title)

Graduate Program

The Master of Arts (MA) in Organizational and Strategic Communication program blends theoretical and practical understanding of the central role communication plays in achieving organizational effectiveness.

Students gain valuable knowledge and skills related to a variety of organizational dynamics, such as leadership, conflict management and negotiation, team dynamics, global and multicultural communication, and creativity and innovation.

Students also learn best practices for communicating strategically in a digital age. They gain critical insight as to how to best analyze complex audiences, opt among multiple communication mediums, and craft effective internal and external messages. Students will study a variety of strategic communication initiatives and situations including crisis communication, organizational image and branding, corporate social responsibility, and communicating through digital media.

The ethical and social implications of current organizational activities are highlighted to assist students in navigating through today's complex world of work.

The program includes 36 credit hours of coursework. A student completes 15 credit hours of course requirements and an additional 21 credit hours of coursework of his or her choosing.

ADMISSION
Requirements for Admission
To be considered for admission into the MA program an applicant must:
1. Hold a bachelor's degree from an accredited college or university.
2. Have three years of professional work experience.
3. Submit a completed graduate application form, including the non-refundable $40 application fee.
4. Submit official transcripts of all post-secondary academic course work. It is the responsibility of the applicant to have all transcripts sent directly from each institution attended.
5. Have a cumulative grade point average of at least 3.0 on a 4.0 grade scale. Those applicants without a cumulative GPA of 3.0 or above must provide acceptable GRE scores from within the past five years before they will be admitted (Verbal 500 / Quantitative 410, Analytical 4.0). Applicants with over five years of professional work experience may request a GRE requirement waiver by submitting a written appeal to the Admissions Committee.

6.Provide a current resume describing academic and professional background and recognitions, honors or awards.

7.Provide a written statement including professional and personal goals and objectives.

8.Provide two letters of academic or professional reference submitted in a sealed envelope.

An interview with the Admissions Committee may be requested.

Requirements for the Degree

Core Requirements (15 hours)
COMM 602 Research Proseminar
COMM 604 Theories of Organizational Communication
COMM 605 Integrated Strategic Communication: Analysis and Theory
COMM 614 Ethical Issues in Communication
COMM 675 Capstone Seminar in Communication

Plus an additional 21 hours of coursework from the following courses:

Organizational Communication Course Offerings
COMM 615 Interpersonal Communication in the Workplace
COMM 617 Group and Team Dynamics
COMM 618 Communication and the Diverse Workforce
COMM 619 Gender and the Workplace
COMM 620 Leadership and Communication
COMM 622 Communication and Culture
COMM 630 Human Resource Development
COMM 632 Conflict Management and Negotiation
COMM 639 Creativity and Innovation
COMM 644 Critical Perspectives in Organizational Communication
COMM 660 Topics in Organizational Communication

Strategic Communication Course Offerings
COMM 608 Organizational Research and Report Writing
COMM 612 Persuasion
COMM 625 Global and International Media
COMM 626 Best Practices in Strategic Communication
COMM 633 Strategic Crisis and Issues Management
COMM 635 Organizational and Employee Identity
COMM 636 Social Responsibility and Environmental Advocacy in Organizations
COMM 640 Training Development
COMM 643 Crafting the Message
COMM 648 Communication in the Digital Age
COMM 652 The Communication Audit
COMM 661 Topics in Strategic Communication

Additional Course Offerings
COMM 650 Independent Study
COMM 665 International Experience
COMM 670 Directed Topics in Communication (may be repeated for 6 hrs.)

CLASS SCHEDULING

Each class typically meets once a week, either one weeknight or Saturday.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all degree and non-degree graduate students in the School of Communication. The following additional policies also apply to communication graduate students:

Students earning a C grade in COMM 602 Research Proseminar may be subject to dismissal from the program.

A student admitted on academic probation in the School of Communication should follow the terms of probation set by his or her admission letter but may enroll in no more than two courses during their first term of study.

The cover page graphic is a word cloud representation of our Knight Foundation Grant Master Plan created with the program Many Eyes. Word cloud computer programs visualize documents and demonstrate prominence of word frequency. Many Eyes is an experiment by IBM Research and the IBM Cognos software group.