

**Communication & Theatre
Media Communication Assessment
2018-2019**

Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #1: Media Literacy Analysis Skills	Media Communication majors will demonstrate their understanding of media literacy knowledge and analytical skills.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #1: Media Literacy Analysis Skills	<p>Means of Assessment: MC majors write a ten (10) page term paper which displays a knowledge of (and skills in) media literacy analysis* of a media message. This can be a film, TV show, set of commercials, a magazine, website, or some other message/set of messages. The first draft of the ten (10) page term paper is written in the COM 195 Media Literacy course in media communication students' sophomore-junior year, and rewritten in the COM 422 Portfolio Construction course in their senior year.</p> <p>*On the rubric, the media literacy knowledge and analysis skills include the following dimensions: (1) The cognitive dimension includes the ability to describe factual background information about the message and messenger; (2) The emotional-aesthetic dimension includes ability to describe the artistry of the content and the emotional power of the message; and (3) The moral-ethical dimension includes the ability to describe the artistry of the content and potential effect of the message on individuals and society – especially considering a Christian worldview in the moral-ethical analysis of the message.</p>

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #1: Media Literacy Analysis Skills	The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills in all three (3) dimensions of media literacy analysis.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Course	Semester	N	4.0-4.9 Above	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor

			Average Benchmark			
COM 422	SP 2012	X		X		
COM 422	SP 2013	X		X		
COM 422	SP 2014	6		6		
COM 422	SP 2015	5		5		
COM 422	SP 2016	8		7	1	
COM 422	SP 2017	10		9	1	
COM 422	SP 2019	14	9	4		

X = Missing

Note from Dr. Alan Hueth, 7.27.16: “These are missing because I was experimenting with assignments that would demonstrate students’ media literacy skills. I settled on a term paper during the 2013-14 school year, as I recall. Also, to date, I have not had a 5-point scale. However, I could create a four-point scale based on students’ paper grades. At this point, all the students had to do was to show that they could ‘demonstrate their understanding of media literacy knowledge and analytical skills’ based on the ‘Dimensions of Media Literacy’ chart (see the last page).

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #1: Media Literacy Analysis Skills	<p>The outcome goal is that all students (100%) will display an understanding of media literacy knowledge and analytical skills.</p> <p>Only seven (7) of the students submitted a 2nd or 3rd draft of the paper in the COM 422 Portfolio Construction course because there were six (6) students who had already received A’s on their media literacy papers in their COM 195 Media Literacy course. And one (1) student has not submitted their paper rewrite of her COM 195 paper at the time of this report.</p> <p>Each section of every paper was reviewed to determine if the student displayed knowledge of each of the three (3) media literacy dimensions. Thirteen of the 14 student papers displayed evidence of media literacy knowledge and analytical skills in all of the dimensions of media literacy analysis. One (1) student will be submitting their media literacy analysis paper edit soon—as she will not receive credit for the course until this assignment is completed. And this year’s graduating cohort received the largest number (and percentage) of “A’s” of any of our previous groups. Nine (9) out of 13 (at this point) had outstanding papers.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Description of Changes to be Made Based on Data
Media PLO #1: Media Literacy Analysis Skills	<p>So far, 13/14 of the students displayed knowledge of all three of the media literacy and analysis skills. One (1) student will be submitting their paper soon. We will</p>

	continue to emphasize the importance of understanding and applying media literacy analysis skills.
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Rubric Used: Please see next page for “Dimensions of Media Literacy” rubric.

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Media Communication Assessment
2018-2019**

Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #2: Scriptwriting Skills	Media Communication majors will demonstrate scriptwriting skills for radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #2: Scriptwriting Skills	MC majors create an audition “reel” of their best scripts which have been produced. These program scripts are produced and aired on the <i>Point TV</i> Vimeo or YouTube or Point TV websites. Some produced script projects are submitted into competitive local, regional, and/or national student TV/film/media festivals. Samples of programs utilizing student’s scripts are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an “entry-level professional beginning work in the TV or film media.”

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #2: Scriptwriting Skills	The outcome goal is that 2/3 rd s of the total number of students who submit their scriptwriting work will be rated average (3.0) or above in their chosen area of expertise.

Aligned with DQP Learning Areas (circle one or more but not all five):

4. Specialized Knowledge
5. Broad Integrative Knowledge
6. Intellectual Skills/Core Competencies
7. Applied and Collaborative Learning
8. Civic and Global Learning

Longitudinal Data:

Media PLO #2: Scriptwriting Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 422	SP 2012	X					
COM 422	SP 2013	X					
COM 422	SP 2014	4			1*	3*	
COM 422	SP 2015	4				4*	
COM 422	SP 2016	4		1	3		
COM 422	SP 2017	2			2		
COM 422	SP 2019	5		2	3		

*2.5 benchmark for SP 2015; scale of 1 to 4.

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #2: Scriptwriting Skills	<p>The outcome goal is that 2/3rds of the total number of students who submit their scriptwriting work will be rated average (3.0) or above in their chosen area of expertise.</p> <p>For learning outcome #2, five (5) students presented their scriptwriting work on their audition reels to three (3) assessors-media professionals. They rated the student's work on the five-point scale—on the basis of <i>"an entry-level professional"</i> beginning work in the different media. All of the students performed in the average to above-average range. And two (2) students performed at the 4.0-4.9 (above-average) scale. This 100% success rate in the cumulative student scores exceeds the 2/3rds goal for this learning outcome.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #2: Scriptwriting Skills	<p>The findings reveal that the 100% student success rate at or above 3.0 has exceeded the target 2/3rd of students at that mean score. We will continue to emphasize the techniques of good scriptwriting for television and film.</p>

Rubric Used: Please see following pages; thank you.

Assessment:

TV/Film Scriptwriting
Spring, 2019

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

Creative Conceptual Approach

Comments:

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Below-Average

_____ 4 Above-Average

_____ 5 Outstanding

Creative Visualization

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Narration/Dialogue

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Story Structure

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Story Clarity

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

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Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #3: Production Skills	Media Communication majors will demonstrate production skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Outcome Measure
Media PLO #3: Production Skills	MC majors create an audition reel which includes complete programs-examples of their best film and television work in which they had a substantial role in production. The student roles in production this year included directing, camera, director of photography (DP which includes camera and lighting), lighting, sound, graphics, set design, and/or editing. These projects air on the campus cable station (<i>Point TV-Channel 23</i>) or on the Point TV Vimeo or YouTube channels. Some projects are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. These samples of student's production work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor—on the basis of an entry-level professional beginning work in the different media. And one of our student projects won a national competition award in the BEA (Broadcast Educational Association) – taking 3 rd place in the music video competition.

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Criteria for Success
Media PLO #3: Production Skills	The outcome goal is that 2/3 rd s of students evaluated for production skills will be rated average (3.0) or above in their chosen area(s) of expertise.

Aligned with DQP Learning Areas (circle one or more but not all five):

- 9. Specialized Knowledge
- 10. Broad Integrative Knowledge
- 11. Intellectual Skills/Core Competencies
- 12. Applied and Collaborative Learning
- 13. Civic and Global Learning

Longitudinal Data:

Media PLO #3: Production Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 422	SP 2012	X					
COM 422	SP 2013	X					
COM 422	SP 2014	7			2	4*	
COM 422	SP 2015	5				5*	
COM 422	SP 2016	7		1	6		
COM 422	SP 2017	7		3	5		
COM 422	SP 2019	14					

*2.5 benchmark for SP 2015; scale of 1 to 4. 2 out of 5 met 2.5 benchmark.

Note: In 2014, one student scored 2.3, 0.2 below 2.5 benchmark.

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #3: Production Skills	<p>The outcome goal is that 2/3rds of students evaluated for production skills will be rated average (3.0) or above in their chosen area(s) of expertise.</p> <p>Thirteen (13) out of fourteen (14) students submitted work for evaluation of production skills. The one who didn't submit a production evaluation was a Media Communication—Performance concentration, and did not participate as a crew member in his projects. This year's production areas included: sound, set design, producing, directing, and editing. This was the highest ranking of student work to-date. All but one of the nineteen (19) projects were rated from 3.3-4.7 (on 1-5 scale). The one below-3.0 rating was a 2.7 rating for sound in one of the short films, but that student's mean score (including other production roles) was 3.3. Therefore, the data reveals that 100% of the students' work in their production roles surpassed the 3.0 goal. This data reveals that we've exceeded the learning outcome goals in production this year.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:

Media PLO #3: Production Skills	The findings reveal that the student success rate above can be attributed to students' strong interest in their select professional roles. We will continue to emphasize the importance of mastering the fundamentals of production in all of our production courses.
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Rubrics Used: Please see following pages.

Assessment:
TV/Film Production
Spring, 2019

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on the following: how the work ranks for “an entry-level employee beginning work in television or film”—as per guidelines.

Producing:

Comments:

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Directing

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Camera Operation & Technique:

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Lighting

- _____ 1 Poor
- _____ 2 Below-Average
- _____ 3 Average
- _____ 4 Above-Average
- _____ 5 Outstanding

Sound

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Sets & Design

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Graphics

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Editing

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

**Communication & Theatre
Media Communication Assessment
2018-2019**

Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #4: Performance Skills	Media Communication majors will demonstrate performance skills in radio, TV, film, internet, church media, and/or corporate media industries.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #4: Performance Skills	MC majors create an audition reel which includes complete programs-examples of their best film and television performance work – as an actor, show host, or news reporter/anchor. This also includes serving as on-camera or voice-over talent as a narrator or actor. These projects air on the <i>Point TV</i> website or the <i>Point TV</i> Vimeo or YouTube websites. Some are occasionally submitted to competitive local, regional, or national student TV/film/media festivals. Samples of student’s performance work are presented to working, local, San Diego media professionals, who rate them as outstanding to poor – on the basis of an entry-level professional beginning work in the different media.

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Criteria for Success
Media PLO #4: Performance Skills	The outcome goal is that 2/3 ^{rds} of students evaluated for performance skills will be rated average (3.0) or above in their performance skills.

Aligned with DQP Learning Areas (circle one or more but not all five):

14. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Course	Semester	N	4.0-4.9	3.0-3.9	2.0-2.9 <i>2.5 = Benchmark</i>	1.0-1.9
COM 422	SP 2012	X				
COM 422	SP 2013	X				
COM 422	SP 2014	3			3 (1 student < 2.5)	
COM 422	SP 2015	4			4 (2 students < 2.5)	
COM 422	SP 2016	N/A	N/A	N/A	N/A	N/A
COM 422	SP 2017	N/A	N/A	N/A	N/A	N/A
COM 422	SP 2019	4	3	1		

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #4: Performance Skills	<p>The outcome goal is that 2/3rds of students evaluated for performance skills will be rated average (3.0) or above in their performance skills.</p> <p>Four (4) students submitted work for their performance skills. This is the highest rated group/cohort for performance. All of the students' cumulative scores were above 3.0, and ranged from 3.2 to 4.5.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #4: Performance Skills	<p>This was the best cohort of performance students since we've been assessing student performance. We will continue to emphasize the importance of mastering the fundamentals of performance in all of our performance and production courses.</p>

Rubrics Used: Please see following pages; thank you.

Assessment:
TV/Film Performance
Spring, 2019

Student Name:

Program Title:

Judge #: _____

Please evaluate the following areas in which this student was involved in the project you are about to see. Your evaluation should be based on a comparison to **entry-level professional standards** of quality in TV/film performance.

Appropriate Appearance

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Energy/Animation

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Movement

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Articulation

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

Pacing & Rhythm

_____ 1 Poor

_____ 2 Below-Average

_____ 3 Average

_____ 4 Above-Average

_____ 5 Outstanding

Comments:

**Communication & Theatre
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2018-2019**

Learning Outcomes:

Media Program Learning Outcome (Media PLO)	Description of Learning Outcome
Media PLO #5: Professional Socialization Skills	Media Communication majors will demonstrate professional socialization skills in a radio, TV, film, internet, church media, and/or corporate media industry internship.

Outcome Measures:

Media Program Learning Outcome (Media PLO)	Description of Outcome Measure
Media PLO #5: Professional Socialization Skills	All MC majors are required to complete an internship with a cable, commercial, or public broadcast television or radio station, or film, or other media production company. Follow-up surveys with student's internship supervisors are accomplished to determine overall preparation and competence in the following areas: attendance, patterns of behaviors, appearance, relationships with fellow workers, communication skills, and more specific job-related skills related to the student's internship assignment.

Criteria for Success:

Media Program Learning Outcome (Media PLO)	Statement of Criteria for Success
Media PLO #5: Professional Socialization Skills	The average of all interns in a given year will be 4.0 or better on a 5.0 scale of attitude, ability to learn, quality of work, interpersonal relations, maturity/poise, quantity of work and judgment. The average of all interns will be 3.0 or better on the 4.0 scale on dependability and initiative.

Aligned with DQP Learning Areas (circle one or more but not all five):

15. Specialized Knowledge
16. Broad Integrative Knowledge
17. Intellectual Skills/Core Competencies
18. Applied and Collaborative Learning
19. Civic and Global Learning

Longitudinal Data:

Media PLO #5: Professional Socialization Skills							
Course	Semester	N	5 Outstanding	4.0-4.9 Above Average Benchmark	3.0-3.9 Average	2.0-2.9 Below Average	1.0-1.9 Poor
COM 421	SP 2012	9		9			
COM 421	SP 2013	X					
COM 421	SP 2014	5		5			
COM 421	SP 2015	5		5			
COM 421	SP 2016	7		5	2		
COM 421	SP 2017	10		8			
COM 421	SP 2019	8		8			

X = Missing

Conclusions Drawn from Data:

Media Program Learning Outcome (Media PLO)	Conclusions Drawn from Data
Media PLO #5: Professional Socialization Skills	<p>The average of all interns in a given year will be 4.0 or better on a 5.0 scale of attitude, ability to learn, quality of work, interpersonal relations, maturity/poise, quantity of work and judgment. The average of all interns will be 3.0 or better on the 4.0 scale on dependability and initiative.</p> <p>The data for this outcome was provided through internship supervisor evaluations. Thirteen of the fourteen (14) students did their internship while at the university. One (1) student accomplished their internship at another university, so evaluation data was not available. Also, only eight (8) students in this group completed and submitted all of the paperwork required for this assessment report. However, all eight (8) of the students who had their supervisors complete and send their supervisor evaluations to the department had above-average to outstanding scores...with averages from 4.4 to 4.9 on both the scales of attitude, ability to learn, etc. AND the scale of dependability and initiative.</p>

Changes to be Made Based on Data:

Media Program Learning Outcome (Media PLO)	Changes to be Made Based on Data:
Media PLO #5: Professional Socialization Skills	We are going to continue to emphasize the importance of "soft skills/aptitudes" (initiative, relations, and work-ethic), etc. AND request this coming year that our department internship director re-emphasize the importance of getting all paperwork to their supervisor done this coming year.

Rubric Used: Please see following pages.

**POINT LOMA NAZARENE UNIVERSITY DEPARTMENT OF COMMUNICATION & THEATRE
SUPERVISOR'S FINAL-SEMESTER EVALUATION OF INTERN**

Student's Name:
Faculty Sponsor:
Supervisor's Name:
Location:

INSTRUCTIONS: Evaluate the intern with other students of comparable academic level, with other personnel assigned the same or similarly classified duties, or with individual standards.

Remarks are particularly helpful. Check one item in each section that best describes the intern.

ATTITUDE

- Outstanding in enthusiasm
- Very interested and industrious
- Average in diligence and interest
- Somewhat indifferent
- Definitely not interested

DEPENDABILITY

- Completely dependable
- Above average in dependability
- Usually dependable
- Sometimes neglectful and careless

QUALITY OF WORK

- Excellent
- Very Good
- Average
- Below average
- Very poor

MATURITY/POISE

- Quite poised and confident
- Has self-assurance
- Average maturity and poised
- Seldom asserts himself/herself
- Timid Brash

JUDGMENT

- Exceptionally mature in judgment
- Above average in making decisions
- Usually makes the right decision
- Often uses poor judgment
- Consistently uses bad judgment

ABILITY TO LEARN

- Learned work exceptionally well
- Learned work readily
- Average in understanding work
- Rather slow in learning
- Very slow to learn

INITIATIVE

- Proceeds well on his/her own

- Goes ahead independently at times
- Does all assigned work
- Must be pushed frequently

RELATIONS/OTHERS

- Exceptionally well accepted
- Works well with others
- Gets along satisfactorily
- Has difficulty working with others
- Works poorly with others

QUANTITY OF WORK

- Unusually high output
- More than average
- Normal amount
- Below average
- Low out-put, slow

ATTENDANCE Regular Irregular

PUNCTUALITY Regular Irregular

OVER-ALL PERFORMANCE (Circle One)

Outstanding Very Good Average Marginal Unsatisfactory

The student's outstanding personal qualities are:

The personal qualities which the student should strive most to improve are:

The student's outstanding professional qualities are:

The professional qualities which the student should strive most to improve are:

Additional Remarks:

This report has been discussed with the student: Yes No

Mailing address to return form: Dr. Melissa Newman, Department of Communication & Theatre Point Loma Nazarene University 3900 Lomaland Drive San Diego, CA 92106.

If Intern is turning in this form please turn in to the Communication and Theatre Department Internship Paperwork Mailbox located in Cabrillo room 206.

DIMENSIONS OF MEDIA LITERACY

COGNITIVE DIMENSION	AESTHETIC DIMENSION	EMOTIONAL DIMENSION	MORAL/ETHICAL DIMENSION
<p>BACKGROUND INFORMATION</p> <p>The medium (tv show, movie, book, song, internet site, etc.)</p> <p>The genre (eg. action adventure movie, music video, hip-hop vs. rock music, sitcom, etc.)</p> <p>Who made it and/or is in it? ETHOS For film: who was the writer, producer, director, actor, etc. For tv show (of any type—sitcom, drama, commercial, etc.): same For music: writer and performer</p> <p>Intended purpose of the message...why made? (to inform, entertain, persuade, and any other purposes—financial, political, social, etc.?)</p> <p>When was it made (month or year)?</p> <p>When shown and what source? (eg. shown on TV on MSNBC at 5-6pm on 1/26/16)</p> <p>Budget—how much did it cost to make?</p> <p>How much money made, ratings, etc.? (box office, music-downloads, Nielsen ratings-TV or radio, online: # hits, purchases, etc.)</p> <p>Principle/target audience?</p>	<p>CONTENT & ARTISTRY</p> <p>TV/film: story/scriptwriting and structure of the message, directing techniques, camera techniques, performance, editing techniques, graphics, production design/art direction (lighting), sound (music, sound FX, NAT sound), settings, special FX (visual), tone, etc. Music: lyrics, rhythm, pace, instrumentals, performance, tone, etc.</p> <p>Novel/Short Story: the plot/story, character(s), writing style, imagery, tone, etc.</p> <p>Internet site: color, imagery, fonts, language, etc.</p>	<p>TECHNIQUES TO ELICIT EMOTIONAL RESPONSES IN AUDIENCE</p> <p>What type of conflict is evident in the message? How is the conflict made evident/shown in the message? AESTHETIC Person vs. Person Person vs. Group Person vs. Nature Person vs. Self</p> <p>How is PATHOS elicited?</p> <p>Pity—how does the message cause you to have a sympathetic, empathetic, and/or antipathetic response to the message? Through the characters, story/plot, diction, etc. (AESTHETICS), or through propaganda techniques (transfer, bandwagon, slogan, music, etc.)?</p> <p>Who is/are the protagonist(s) – the “good guys” and who is/are the “antagonist(s)?”</p> <p>Fear—how does the message cause you to and wonder “what’s going to happen next?!”</p>	<p>MESSAGE’S MORALITY & ETHICS</p> <p>What is the underlying message(s)—based on the premise(s) and evident conclusion? Logic/LOGOS</p> <p>What values are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What loyalties are evident and celebrated/glorified AND/OR demeaned in the message?</p> <p>What ethical principles are relevant to and support OR oppose-contradict the moral-ethical conclusions of the message?</p> <p>Virtue Ethics (Aristotle & Buddhism) Categorical Imperative Ethics (Kant) Utilitarian Ethics (Bentham & Mill) Egalitarian Ethics (Rawls) Persons as Ends & Agape Love Ethic (Jesus Christ)</p>