

Survey of Mass Communication

Journalism 170- 251

Summer 2016

Collierville Center Rm. 138

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COURSE REQUIREMENTS

CATALOG DESCRIPTION

Social background, scope, functions, and organization of modern communication media, attention to all major mass communication media; philosophy and goals of modern journalism; impact on governmental, social and economic systems.

PREREQUISITES

None

TEXTBOOK

Mass Communication: Living in a Media World, 5th edition, + Hanson: Mass

Communication 5e Interactive eBook, Ralph E. Hanson. Sage; ISBN 978- 1-4833-9195-3

CLASSROOM FORMAT

Lecture and discussion will be used in the teaching of the class, and students will be tested on lectures by the professor and guest speakers, as well as on textbook readings.

GRADING

There are 1,000 possible points in this class. At the end of the semester, your class average will be calculated and fractions will be rounded to the nearest whole number. Letter grades will be determined according to the scale below.

Response Papers (5)	150 points (30 points each)
Quizzes (8)	200 points (25 points each)
Media Professional Essay	150 points
Media Film Critique	150 points
Media Use Report	150 points
Communication Withdrawal Exercise	150 points
Participation	50 points

A+	990 - 1000	B+	890 - 899	C+	790 - 799	D+	690 - 699
A	910 - 989	B	810 - 889	C	710 - 789	D	610 - 689
A-	900 - 909	B-	800 - 809	C-	700 - 709	D-	600 - 609
						F	Below 600

COURSE OBJECTIVE

This course is an introduction to all professional areas falling under the umbrella of mass media industries including, but not limited to, news, public relations, advertising, film, radio, television, and the web. This course will explore the ubiquity of both mainstream and emerging media, the organizational structures and business of these industries, their effects, and how we, as media consumers, engage with the media.

The course covers:

- How primary research, including focus groups and surveys, determine target audience selection for certain products/services.
- Roles that media play in audience consumption behavior and media use. For example, the role of secondary media sources (Nielsen, MediaMark), which media (television, Internet, newspaper, etc.) a target audience uses and how much of a product/service a target audience consumes.
- The ongoing government regulation of the U.S. media, as well as the constitutional principles that guide it.
- How new technology, including the increase of social media, affects consumers.

The course also demonstrates how students should critically analyze and determine how their use of mass media, including advertising and public relations, affects their lives.

ASSIGNMENTS

Response papers:

During the semester the student will write five (5) critical response papers (1-2 pgs.) that demonstrate understanding and key concepts from the chapters, class discussions and supplemental readings/audio and video assignments. These papers are designed to show your professor that you've thought about the content beyond the examples provided in the text. Details on individual assignments and due dates will be provided on ecourseware and discussed in class.

Chapter quizzes:

At the end of each class there will be a quiz that covers the chapters we have read and discussed. **There will be no make-up quizzes.** *Note:* While we will cover the most important concepts from the book chapters in class, class discussion does not replace actually reading the assignments. Reading the chapters before class, as assigned, will help you both participate in class and be prepared for the chapter quizzes.

Media professional essay:

Each student should interview a media professional. You may choose an individual who works in print media, PR, broadcast, Internet/web, film, or advertising. Your goal is to discover the following:

- skills needed for the job;
- issues the individual encounters related to his/her profession;
- controversies and future directions about the job.

This is an exploratory exercise to help you learn more about the media. Have fun with the interview. The assignment will be graded for writing quality, grammar, punctuation and spelling.

Your essay should be 500 words and provide a summary of the interview. Write in third person (no personal pronouns such as I, me, etc.). You may quote the person interviewed.

At the top of your submission, include your name and email, as well as the name, title, email, and business telephone number of the person you interview. Your professor may call the source to verify the interview and fact-check your story.

This is meant to be journalistic writing, so do not use library or internet sources or footnotes. Think of yourself as a reporter who is interviewing a subject and writing a story based on what you have been told in your interview.

Answer the following questions in your essay:

1. Who is this person?
2. What does this person do?
3. Where does this person do it? (the city located, the type of media business.)
4. When did this person begin this job or career? Why does this person pursue this career?
5. How did this person get into this career field? Were there any obstacles/challenges the person faced when beginning this career path? What were the obstacles and does this person have any advice to help avoid them?
6. Would this person suggest this career for an aspiring young professional? Why?
7. What are the negative aspects of this career for an aspiring journalist?
8. How much does this kind of job pay? How should a person like you improve your chances to succeed in this career?
9. What are the positive aspects of this career that the person likes the most?

Ground Rules for the media professional essay:

- You should interview by phone or in person. You may establish contact by email, but you cannot conduct the interview by email. You must talk to the person you interview.
- Local and national media professionals are accessible. Most media professionals will be very kind to journalism students, so use that to your advantage. Direct messages via social media can be more effective than email for contacting sources.
- **You may complete this assignment at your convenience during the semester, so long as it is turned into the eCourseware drop box no later than 11:59 p.m. Tuesday, Aug. 2.**
- No late submissions will be accepted.
- You should file your essay in the drop box in a word document. No other format will be accepted. For instance, if you file your essay in the WPS format from Apple, you will receive a zero.
- Do not forget to put your name on the essay!

Media film critique:

In preparation for the chapter in the textbook on films, students will watch a media related film and write a critique of the film's content and impact. Details on the assignment, as well as a list of acceptable films, will be provided on eCourseware.

Media use report:

Students will keep track of all their media use for three (3) consecutive days, from the time they wake up to the time they fall asleep at night. That includes all TV, radio and iPod (music, podcasts etc.), newspapers and magazines (online or print), books (online/e-readers and print), movies in the theater and DVDs or Hulu/Netflix/etc., video games and internet sites you visit for entertainment or information. Keep track of the times (hour and length) of every media product and media type you consume. Email, texting and phone calls do NOT count for this assignment. You will turn in a two- fold report:

1. A table listing your media use including what, when and how long you spent on each media product;
2. A 400-word critical analysis of what you think of your media usage.

Don't just write, "I realize I watch too much television during the week." What matters is your analysis of your diary. For example, "I watch a lot of crime dramas on television, and I think that's because"

Check grammar/mechanics before submitting your assignment. Good grammar and writing style are part of your grade.

Media use tracking will be done July 7 – 9. The completed assignment is due in the eCourseware drop box no later than 11:59 p.m. Tuesday, July 12.

Communication withdrawal exercise:

Can you spend six (6) consecutive hours without texting, talking on your cell phone, surfing online in your computer or telephone checking Facebook, Twitter, Instagram, Vine, YouTube, etc.? Can you survive without your iPod for six (6) consecutive hours? How is life without social media and a mobile phone or a computer?

For this assignment, you will spend six (6) consecutive hours without them, and then you will write a detailed 400-word report critically describing your experience. Your report should include the date and time of your "fast." Not only explain what you did during that time period to replace social media and music, but also analyze what you felt during the experience, and how it affected or did not affect you and your relationships with other people. What's your conclusion? It may be better to do this assignment during the weekend. Please, be accurate and honest. Fabrications and half-truths won't help you to understand your media use; besides, your instructor can easily identify them. Check your grammar/mechanics before submitting your assignment. Good grammar and writing style are part of your grade.

The communication withdrawal exercise will be assigned AFTER you complete your media use report. **The six-hour "fast" should be completed between July 14 and July 24. The assignment is due in the drop box no later than 11:59 p.m. Tuesday, July 26.**

COURSE TIMETABLE

July 6: Media & Society: Mass Communication Effects

- Course introduction, class expectations
- Discussion on defining media, mass communication and media literacy
- Read Hanson Chapter 1: *Living in a Media World* (pgs. 1 – 25)
- Read Hanson Chapter 2: *Mass Communication Effects: How Society & Media Interact* (pgs. 26 – 49)
- Discuss/assign media use report assignment
- Chapter Quiz: Chapters 1 & 2

July 11: Media Law & Ethics

- Read Hanson Chapter 13: *Media Law: Free Speech & Fair News* (pgs. 326 – 351)
- Read Hanson Chapter 14: *Media Ethics: Truthfulness, Fairness and Standards of Decency* (pgs. 352 – 377)
- Chapter Quiz: Chapters 13 & 14

July 12 (Tuesday): Media use exercise report due in drop box NLT 11:59 p.m.

July 13: Media Ownership & Consolidation

- Discuss media use exercise/reports
- Read Hanson Chapter 3: *The Media Business: Consolidation, Globalization and the Long Tail* (pgs. 50 – 79)
- Discuss/assign communication withdrawal exercise
- Chapter Quiz: Chapter 3

July 18: Print Media: News & Magazines

- Read Hanson Chapter 6: *Newspapers and the News: Reflection of a Democratic Society* (pgs. 132 – 157)
- Discussion on media preferences and the knowledge gap
- Read Hanson Chapter 5: *Magazines: The Power of Words and Images* (pgs. 108 – 131)
- Discussion on photojournalism, magazine covers and society
- Chapter Quiz: Chapters 6 & 5

July 20: Books and the Publishing Industry

- Read Hanson Chapter 4: *Books: The Birth of Mass Media* (pgs. 80 – 107)
- Discussion on the changing book industry and impact of books on society/culture
- Chapter Quiz: Chapter 4

July 25: Broadcast Media: Radio, Television, and the Music Industry

- Read Hanson Chapter 7: *Audio: Music and Talk Across Media* (pgs. 158 – 189)
- Read Hanson Chapter 9: *Television: Broadcast and Beyond* (pgs. 218 – 243)
- Listen to NPR Podcast: *The Golden Age of MTV – and, yes, there was one*
- Discuss MTV, satire and “reality” TV
- Chapter Quiz: Chapters 7 & 9

July 26 (Tuesday):

- **Media film critique due in drop box NLT 11:59 p.m.**
- **Communication withdrawal exercise report due in drop box NLT 11:59 p.m.**

July 27: Film & Hollywood

- Discuss communication withdrawal exercise/reports
- Discuss media film critiques
- Read Hanson Chapter 8: *Movies: Mass Producing Entertainment* (pgs. 190 – 217)
- Discuss representation/diversity in movies and cultural impact
- Chapter Quiz: Chapter 8

Aug. 1: Digital Media: The Internet, Social Media & Mobile Technology

- Read Hanson Chapter 10: *The Internet: Interactive and Mobile Media* (pgs. 244 – 271)
- Discussion on user-generated content/media
- In-class viewing: *The future of TV: How do networks plan to stay competitive* (PBS)
- Chapter Quiz: Chapter 10

Aug. 2 (Tuesday): Media professional essay due in drop box NLT 11:59 p.m.

Aug. 3: Media Persuasion: Advertising and Public Relations

- Read Hanson Chapter 12: *Public Relations: Interactions, Relationships, and the News* (pgs. 302 – 325)
- Read Hanson Chapter 11: *Advertising: Selling a Message* (pgs. 272 – 301)
- In-class viewing: *Generation Like* (Frontline)

FIVE PILLARS FOR JOUR1700

- *Professionalism:* Lecture/discussions on ethics and media law help students learn to conduct themselves professionally. Guest speakers often include professionalism in their talks.
- *Writing:* Although not a writing course, this class through professor's lectures and guest speakers teaches students the importance of good writing skills in all segments of journalism.
- *Multimedia:* Guest speakers nearly always include discussion of multimedia in all segments of journalism and lectures emphasize the importance of multimedia skills.
- *Critical Thinking:* Critical thinking skills are developed through ethics discussion and in-class exercises; through question-and-answer sessions with guest speakers from the profession; and media effects class where questions, such as "Does the media reflect reality or create it?" and "Does media influence the values of individuals and society?" are discussed.
- *Media Literacy:* The course by its very nature emphasizes media literacy with its lectures, discussions and guest speakers on newspapers, books, magazines, radio, TV, Internet journalism, movies, advertising and public relations.

ASSESSMENT PROFESSIONAL VALUES AND COMPETENCIES FOR JOUR1700:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Apply tools and technologies appropriate for the communications professions in which they work.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically):

- Recognize the role of media in influencing the political and cultural dynamics on the global stage.
- Develop a strong historical sense of how mass communication technologies originated and developed.
- Understand the variety of relationships between media and their audiences, including diverse audiences.
- Be sensitive to the needs of diverse and under-represented groups in programming and creating messages.
- Understand the ongoing government regulation of the U.S. Media as well as the

constitutional principles that guide it.

- Recognize the ethical and philosophical issues that arise in media culture and understand the range of viewpoints regarding these issues.
- Understand the behind-the-scenes operations and decision-making processes of major mass communication industries.
- Understand how new technology affects the media and communication.
- Understand what's involved in preparing for and advancing a career in the changing media.
- Understand the allied fields of advertising and public relations and their relationship to media systems.
- Understand mass communication theories and their application to media professions.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies):

- Earn a passing score on periodic tests and/or exams.
- Participate in one or more outside activities (e.g., attend FOI lecture, interview media professional, visit media organization, participate in applied research) at the discretion of the instructor.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR1700:

Awareness:

- Lecture, discussion on First Amendment and basics of media law
- Text readings, guest speakers and lectures by professor will address all the major divisions of mass media, including newspaper, magazine, TV, radio, Internet, books, movies, public relations and advertising.
- Diversity will be discussed as it applies to all areas of mass communication

Understanding:

- When ethical decision making is discussed throughout the semester as it applies to each media profession, students will be required to present justification for their opinions during discussion and class exercises to show they are not just repeating the instructor's lecture points, but showing understanding of the process.
- Discussion questions will be posed in class to stimulate critical thinking. Independent thinking is encouraged.

Application:

- Each student will interview a media professional and write an informal paper on what you learned. This is not a writing class, so you will not be graded on writing proficiency. Content and student's obeying the rules set for the assignment will determine the grade.
- There will be four smaller media assignments. Specifics to be announced throughout the semester.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- *Awareness*: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- *Understanding*: assimilation and comprehension of information, concepts, theories and ideas.
- *Application*: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

PORTFOLIO REQUIREMENT:

All Department of Journalism undergraduate students are required to develop and maintain an active portfolio of their work. Students are to begin the portfolio in JOUR 2121 and contribute to it during every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final review while students are enrolled in the capstone course for their concentrations.

EMAIL:

You must have your UM email account activated. If you are using another provider, such as Google, you are required to have your UM email forwarded to that account. Go to <http://iam.memphis.edu> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the university.

MOBILE PHONES AND LAPTOPS:

Some classes require a tablet, laptop or a smartphone to be used during class or to complete class assignments. Others do not allow them. Your instructor will set the policy for her/his specific class.

ATTENDANCE:

Class attendance is mandatory in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. Students are permitted three total unexcused absences without penalty. After three absences, the student's final grade will be deducted one letter grade for each absence. After seven unexcused absences, the student will fail the course. Absences for illness and other catastrophic emergencies, such as a death in the family, must be documented (e.g. doctor's note or obituary) to be excused from the total absence count. Students with excessive unexcused absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. This is journalism and mass communications. Assignments turned in late will NOT be graded. Late work is not accepted unless prior arrangements have been made with the instructor. Students are NOT permitted to make up assignments, quizzes, tests, etc. that occurred during an unexcused absence. Students who will miss class and/or a deadline because of an excused absence are expected to notify the instructor immediately upon knowing the absence will occur; exceptions will be made for reasonable circumstances. Students who are absent during the final exam are not permitted to make up the exam and will earn a grade of 0, which might result in failure of the course.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, a student receiving any assistance from others for work assigned to be done on his/her own, and violations of copyright law as acts of academic dishonesty punishable to the degree determined appropriate by the course instructor and department chair. Penalties might include grade reductions or dismissal of the student from the university.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all.” (Office of Legal Counsel, October 17, 2005)

Intellectual property and copyright guidelines

1. Ideas cannot be copyrighted, but the way they are described can.
2. Anything set down in a tangible form, i.e., written, is by law copyrighted.
3. If, in a paraphrase, your work is “substantially similar” to a copyrighted work, you are guilty of copyright infringement.
4. A citation indicates where you got material. However, that portion you do not show as a direct quote must be “substantially original” to you. In other words, you can’t just paste in something from another’s work, put a citation at the bottom and call it your own. You need a full rewrite in your own words and syntax so the unquoted material is “substantially original” to you.

Plagiarism: From UM Student Handbook: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

WEATHER POLICY:

Check with local media and the University of Memphis website regarding inclement weather. If the university is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you don't know the style for a particular phrase, look it up or ask your classmates or the instructor.