

Survey of Mass Communication

Journalism 1700-M50

Spring 2015

Online UM eCourseware (See below for access instructions.)

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COURSE REQUIREMENTS

CATALOGUE 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, 4th edition, Ralph E. Hanson. CQ Press; ISBN 978-1-4522-0299-0

CLASSROOM FORMAT:

This online course is administered using the U of M's eCourseware platform. The course page will open on Jan. 20. Follow the instructions below to access the course:

1. Go to the University of Memphis home page: <http://www.memphis.edu>
2. Click on the "MyMemphis" link.
3. Log in using your University of Memphis username and password.
4. Click on the "ecampus resources" tab.
5. In the center column of the page, click on the blue U of M eCourseware link.
6. Find the Spring 2015 course list on that page, and click on the link for JOUR 1700 M50.

NOTES:

- **Please do not use the internal eCourseware email system on the course web page.** Use your regular University of Memphis email to correspond with me at padenney@memphis.edu.
- You may also access the eCourseware login page by selecting it from the "quick links" tab on the U of M homepage.

GRADING:

Chapter exams.....60%

Discussion board participation.....20%

Media professional essay.....20%

COURSE OBJECTIVE:

This course is an introduction to all professional areas falling under the umbrella of journalism. You will read about and discuss the history, purpose, role, function and future of newspapers, magazines, publishing, radio, television, advertising, public relations and other related industries and activities. Students may participate in one or more outside activities (attend Freedom of Information event, interview media professional, visit a media organization) at the discretion of the instructor.

The course covers:

- How primary research, including focus groups and surveys, determine target audience selection for certain products/services.
- Role 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.

This course covers the techniques of computer-assisted reporting (CAR):

- Developing a research question;
- Gathering primary information (interviews)
- Analyzing data sets using Excel or Access software: and
- Writing a professional investigative reporting project.

No late work will be accepted for any reason, including power outages on Sunday night. All chapter tests and discussion boards for each week's assigned reading close at 11:59 p.m. Sunday night.

The basic requirements for this course include four elements:

1. **Completing assigned readings** from the textbook each week as indicated in the course timetable.
2. **Completing the chapter test for assigned reading** each week by Sunday night.
3. **Posting relevant comments on the discussion board "topic"** each week by Sunday night.
4. **Completing the "media professional essay"** assignment explained later in the syllabus by April 5, 2015.

Chapter Tests:

Tests are timed to ensure that you understand the reading instead of looking up individual answers. Typically, you will have from 30 seconds to 1 minute to answer each question. So, you should read thoroughly and study each assignment before taking the chapter test. You will be allowed only one attempt at each test. Generally, there are 20 questions for each chapter.

Watch the clock when you take each test and make sure you save each answer when you select it. That way, if you run out of time, the questions you have completed will still count. If you do not hit the save button, no grade will be recorded. Remember, there is one attempt allowed for each

test and no make-ups. All tests have questions extracted from a large database for each unique user, and all answer options are shuffled for each person who takes a test, to ensure exam security and limit potential for cheating. It is a waste of your time to try to cheat, and anyone caught cheating will be prosecuted to the full extent possible within the UM Student Handbook to include potential dismissal from the university, as noted elsewhere in this syllabus.

Discussion board posts:

In order to receive a C, students should post at least two comments about each week's reading. You need to make four posts each week to receive an A for each week's discussion. You should interact and develop discussion threads with your course colleagues each week.

Discussion board comments must be at least two sentences long and relate to the topic being discussed. Any postings deemed irrelevant by your professor will not count, such as short posts such as "I agree" or "LOL" Both the frequency of your postings and the quality of your contributions will be evaluated for the final grade in this category.

Media professional essay:

Each student should interview a media professional. You may choose from 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;
- current 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?
5. Why does this person pursue this career?
6. 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?
7. Would this person suggest this career for an aspiring young professional? Why?
8. What are the negative aspects of this career for an aspiring journalist?
9. How much does this kind of job pay? How should a person like you improve your chances to succeed in this career?

10. 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.
- You may complete this assignment at your convenience during the semester, so long as it is turned into the eCourseware course website drop box no later than 11:59 p.m. April 5.
- 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!

You should complete the chapter assignments in the following order:

1. Read the chapter. Read it again.
2. Post comments in the discussion forum for that chapter.
3. Take the test for that chapter.

If you get behind and cannot complete the required work by the last day of class, there will be no additional time provided and you will fail the course. Likewise, if you do not complete the test during the week a chapter is assigned you will receive a zero on that test. The same is true for any discussion boards to which you do not contribute in the week they are open. It is paramount you be self-disciplined in this course and build the discipline for meeting deadlines.

COURSE TIMETABLE:

(Remember: All weekly assignments include online tests and discussion boards in addition to the reading.)

Week One: Jan. 20-25

- Practice Quiz
- Post student bios
- Read Hanson Chapter 1 (pages 2-25)

Week Two: Jan. 26-Feb. 1

- Read Hanson Chapter 2 (pages 26-47)

Week Three: Feb. 2-8

- Read Hanson Chapter 3 (pages 48-73)

Week Four: Feb. 9-15

- Read Hanson Chapter 4 (pages 74-99)

Week Five: Feb. 16-22

- Read Hanson Chapter 5 (pages 100-121)

Week Six: Feb. 23-March 1

- Read Hanson Chapter 6 (pages 122-146)

Week 7: March 2-8

Read Hanson Chapter 7 (pages 148-177)

Week 8: March 9-15

Read Hanson Chapter 8 (pages 178-204)

Week 9: March 16-22

Read Hanson Chapter 9 (pages 206-231)

Week 10: March 23-29

Read Hanson Chapter 10 (pages 232-258)

Week 11: March 30-April 5

Read Hanson Chapter 11 (pages 260-285)

Deadline for professional essay is April 5.

Week 12: April 6-12

Read Hanson Chapter 12 (pages 286-308)

Week 13: April 13-19

Read Hanson Chapter 13 (pages 310-333)

Week 14: April 20-26

Read Hanson Chapter 14 (pages 334-358)

Week 15: April 27-May 3

Read Hanson Chapter 15 (pages 369-383)

Note: Chapter 15 constitutes the final exam.

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 concentration.

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. Personal student information, such as grades, is restricted to your UM email address.

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 his/her 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. Your instructor will set the policy for his/her specific class. Students with excessive absences are encouraged to withdraw from the course prior to the drop deadline.

DEADLINES:

All deadlines are firm. Assignments turned in late will **NOT** be accepted unless arrangements have been made with the instructor.

ACADEMIC INTEGRITY:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers any fabrication of content and/or sources, misappropriation and plagiarism of facts or other content, turning in substantially the same assignment for credit in two different courses, receiving any assistance from others for work assigned to be completed 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/or department chair. Penalties might include grade reductions, failure of the course and/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.
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 civility. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communication 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 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.

FIVE PILLARS OF 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.