

**Survey of Media**

Journalism 1700-251  
Summer 2017  
Collierville Center

Thomas J. Hrach, Ph.D.

Office: Meeman Journalism Building, Room 308

(901) 678-4779 (office)

thrach@memphis.edu

Office hours – 9:30 a.m. to 1 p.m. Mondays, Wednesdays

**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*, 6th 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 600 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) 75 points (15 points each)

Quizzes (8) 80 points (10 points each)

Media Professional Essay 100 points

Media Film Critique 100 points

Media Use Report 100 points Communication

Withdrawal Exercise 100 points

Attendance/participation 45 points

A 93 to 100 percent  
A – 90 to 92 percent  
B + 87 to 89 percent  
B 83 to 86 percent  
B – 80 to 82 percent  
C + 77 to 79 percent  
C 70 to 76 percent  
D + 67 to 69 percent  
D 60 to 66 percent  
F 0 to 59 percent

### **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 summer 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:

- Who is this person?
- What does this person do?
- Where does this person do it? (the city located, the type of media business.)
- When did this person begin this job or career? Why does this person pursue this career?
- 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?
- Would this person suggest this career for an aspiring young professional? Why?
- What are the negative aspects of this career for an aspiring journalist?
- How much does this kind of job pay? How should a person like you improve your chances to succeed in this career?
- 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 5: 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 10: 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 11 (Tuesday): Media use exercise report due in drop box NLT 11:59 p.m. July 12: 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 17: 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 19: 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 24: 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 25 (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 26: 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

**July 31: 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. 1 (Tuesday): Media professional essay due in drop box NLT 11:59****p.m. Aug. 2: 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 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.

## **DEPARTMENT POLICIES**

### **PORTFOLIO REQUIREMENT:**

All students in the Department of Journalism and Strategic Media 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 from every course thereafter. The portfolio should contain samples of the student's work from his/her courses and/or professional experience and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in the capstone course for their majors.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. The department requires students to use WordPress to build their portfolio sites. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional life, via a common email service, such as Gmail or Yahoo.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files, and Storify pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

**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 the <http://iam.memphis.edu> website 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. Others do not. Your instructor will set the policy for her/her specific class.

**ATTENDANCE:**

Class attendance is mandatory in the Department of Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

**CHEATING:**

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, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communication class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

"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)

**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.

**DEADLINES:**

Remember there's a reason "DEAD" makes up half the word "deadline." All deadlines are firm. This is journalism and strategic media. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

**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.

**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 Hall 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:**

Always 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.