

Mass Communication Theory

JRSM 7050-001, M50

Fall 2020

Class meeting: W, 5:30-8:30 p.m., Zoom

Melissa L. Janoske McLean, Ph.D.

Office: 306 Meeman Journalism Building

Office Hours: MW 11 a.m. - 5 p.m., TR 1-3 p.m., and by appointment

Office Phone: (901) 678-2853 (do not call unless you know I will be there)

Google Voice: (901) 504-6502

Email: mljanoske@memphis.edu (strong preference for communication)

COURSE REQUIREMENTS

Catalog description

Key concepts and development of theories offered to explain operation and effects of mass communication media; multidiscipline overview of theories dealing with advertising, broadcasting, print, and public relations messages, media, and effects.

This class will provide you with an overview of the important theories in our field, and will encourage you to think about how these apply to the real world and how they will inform your future work as a media professional. The broadly explanatory concepts of theory help us understand some of the underlying ways in which humans respond to and share different types of information, and as thus can help us to make some informed predictions about what the future may hold.

Prerequisites

Graduate status.

Textbooks, Software and Required Materials

McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Thousand Oaks,

CA: Sage.

(2001). *Publication Manual of the American Psychological Association* (5th or 6th ed.).

Washington, D.C.: American Psychological Association.

****Note:** this information is also mostly available online, and mostly accurate, so you can rely on that instead, but you **MUST** have some way to access this information. ******

Additional course readings will be available via eCourseware. A tentative list of readings is included in the syllabus; course readings may be altered during the semester.

Classroom Format

This is a graduate seminar with lecture and class discussion. Each week, we will discuss a new topic and I and/or designated discussion leaders will be responsible for presenting the class with ideas for debate from the readings or examples from the field, and critically analyzing the week's theoretical concepts. Please note that failure to attend class or to actively take part – even if all your assignments are turned in on time and done acceptably - could significantly affect your final grade. Be sure you have read the material BEFORE class and come prepared to discuss it.

Hybrid Class Format: Students taking this class online must attend via the Zoom link to be sent out by the professor. Students must have a stable internet connection, speakers and a microphone (or a headset with a built-in mic, which can be purchased relatively cheaply). Students must have video turned on for the entire class; students who are not presenting or asking questions should keep their sound muted.

Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for JRSM XXX - XXX to enter your course and read the instructions on the welcoming page

Grading and Course Assignments

This is meant as a general guideline to the major assignments within the class. More detail will be provided in class and on eCourseware. Deadlines are also listed in the Class Schedule. All work should be turned in as a Word document or PDF via Dropbox in eCourseware. All work is due at the start of class, 5:30 p.m. Central on the assigned Wednesday, unless otherwise noted.

Weekly Short Papers/Questions

Each week, students will be asked to respond to the readings in the form of a 1-2 page paper (double-spaced). The idea is not to regurgitate the readings but to analyze them by providing insights and comments that demonstrate knowledge and deep thinking about theories, methods and concepts found in the week's readings. Using this space to ask questions is also appropriate. Students may make connections to readings from other weeks, connections to their final paper, connections to something they have read about or learned in either popular media or another course, among others. The purpose is to interact with the material in such a way as to be prepared to discuss it in class, and to write out your thoughts on the ideas presented. Given the brevity of the papers, there is no need to define concepts or theories, but students should provide examples where appropriate.

Students who submit solely (or mostly, defined by professor's discretion) an outline of the readings will NOT be given credit for that week's short paper. This is meant to be your thoughts, reactions, questions, and connections to the readings, not an outline of the readings themselves.

Students will NOT be required to turn in short papers for the week(s) in which they are the discussion leaders.

Papers should BOTH be uploaded to Dropbox (for grading) and be brought to class in some form (printed, on a laptop/tablet, etc.) in order to help the student remember their ideas and connections during the class discussion. Students MUST post these questions to the Discussion Board on eCourseware by an hour

before the start of class that week (4:30 p.m. Central on the appropriate Wednesday) to give the professor time to review them before class. If it becomes necessary to cancel class for any reason, questions will still be required for that batch of readings and will be included in the next class session.

Discussion Leader

Each week, a small group of 1-3 people will serve as the discussion leader(s). Discussion leaders will be responsible for leading the majority of the class period, both through presenting a brief overview of all of the material read, and through leading discussion on that material. They will develop a list of questions based on the readings for the class to discuss, paying special attention to the real world implications of the research and theory we will be reading. The discussion leader will also highlight a few of the most important or most interesting points from the readings. Please be creative and find ways to try to engage the class and help us remember the important concepts. For example, show us a video clip, a cartoon, a photo, or a Web site and ask the class to analyze it from the theoretical perspective(s) of the week.

Discussion leaders should present on every piece of material assigned for that week, but can choose where to focus the majority of their energy/time. It is my responsibility to help fill in gaps, answer questions (even those from the discussion leaders), and help the class make connections among the material, both for that week and from other weeks. Discussion leaders should upload their materials (PowerPoint, video, whatever) to Dropbox to be shared with the rest of the class for reference. The questions below are meant to offer some guidance on general ideas for things to discuss.

1. What contribution has this theory/approach made to the field of mass communication?
2. What are the theory's strengths and weaknesses? What are the argument's strengths and weaknesses?
3. What is the theoretical significance of this research?
4. What are the practical applications of this approach/theory to journalism and strategic media?
5. What are the most important or interesting points from the readings?

Every discussion leader **MUST** take time during the presentation to relate the theory/theories presented to their job, or to the job that they want to do. How is this theory helpful in the real world? What does it offer us in our understanding of the world we want to live in? How can it be applied in a professional/practical context?

You are welcome to create a visual presentation (PowerPoint, etc.), but that is not required; however, some creativity and engagement of the class is expected. You will be graded on that engagement, plus how in-depth and detailed your critique of the theory is, and how well you apply class readings and vocabulary/concepts. Students who choose to work with others will all receive the same grade for the overall presentation, unless an alternative situation has been discussed with me ahead of time, and an individual grade for the application to practice/professional/real world.

Front Half of a Research Paper

Complete the front half of a research paper (through RQs/hypotheses) based upon individual research interests of each student (approximately 12-15 pages double-spaced). Research must be original. Ideally, this completed project will be useful to you in your thesis, practicum, or project, or something you could

submit to a conference (AEJMC Southeast is a great place to start!). You should not be using significant amounts of work from another class.

This paper will help students to synthesize a variety of material on a particular topic. I will discuss the mechanics of completing a literature review in class, but generally, it should act as an argument for why your particular project helps the field move forward. Think of the literature review as a map, helping people understand what has already been discovered in this area, and what remains to be uncovered or studied. The research questions/hypotheses should follow clearly from the literature review, pointing to the specific aspects of the map you hope to reveal with this particular project. Many of the readings for this course include excellent reviews of relevant literature, which may be used as a model for this assignment.

The paper should include at least 15 appropriate citations, the bulk of which must be from books or academic journals. You are to read the original research (don't cite someone who is in turn citing somebody else). APA style must be followed, for formatting, in-text citations, and the reference list.

You will have several mini deadlines before the final paper is due. You will turn in the introduction/general proposal, an annotated bibliography (as an entry point to the literature review), research questions/hypotheses, and the full literature review, plus a final paper (including all of the previously mentioned pieces) and a presentation to the class. Additional details and direction will be given in class.

Introduction/general proposal: All students must have their proposals approved by the professor before they can proceed with the rest of the paper. The proposal in brief should include the significance of project, some broader cultural support for why this project matters, and introduction of theoretical/conceptual framework. Approximately 2-3 pages. Due Wednesday September 2.

Annotated bibliography: The annotated bibliography must include a full and complete APA citation and two paragraphs of commentary for each source included. The first paragraph should summarize the work and the second paragraph should explain the usefulness of the source to the research topic. Approximately 8-10 pages. Due Wednesday September 30.

Research questions/hypotheses: This project should either ask research questions (2-4) or have hypotheses (2-6); mixed methods projects should be approved by the professor. Questions/hypotheses should be appropriately narrow, relevant to the topic, and fit within research question/hypothesis requirements (to be discussed in class). Due Wednesday October 14.

Full literature review: Taking an annotated bibliography and turning it into a streamlined, coherent argument requires work and an understanding that this is more than simply listing all of the things that other people have found. How does all of this research interact with one another? What are the holes that are left for your project to fill? What is the argument being presented? Due Wednesday October 28.

Presentation and final paper: You will give a presentation of your research paper to the class during our final meeting period, Wednesday, November 11, 2020. Your final paper will be due on Wednesday, November 25, 2020 at 5:30 p.m. Central.

Research Colloquium Response Paper

Graduate students must attend (either in person or via BlueJeans), and write a 1-2 page reflection paper about, at least one research colloquium sponsored by the Department. All are on Fridays from noon to 1 p.m. in Meeman 202.

Students enrolled in more than one course in the department may write multiple reflections of one research presentation as long as the topic is customized to the individual class. For example, for JOUR 7050, a student should reflect on the theory/concepts discussed, while for 7530, a student should reflect on the use of visuals. Papers must be turned in by 5:30 p.m. CT on the Wednesday following the colloquia.

Grading Scale

There are 815 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.

Weekly Short Papers/Questions	10 weeks, 10 points each	100 points
Research Colloquium Response Paper		15 points
Discussion Leader (group grade)		100 points
Discussion Leader (individual application grade)		50 points
Research Paper		
Intro/Proposal		75 points
Annotated Bibliography		100 points
Research questions/hypotheses		75 points
Full literature review		100 points
Final paper		150 points
Presentation		50 points
 Total		 815 points

A+ = 96.5-100%; A = 92.5-96.4%; A- = 89.5-92.4%
 B+ = 86.5-89.4%; B = 82.5-86.4%; B- = 79.5-82.4%
 C+ = 76.5-79.4%; C = 72.5-76.4%; C- = 69.5-72.4%
 D+ = 66.5-69.4%; D = 59.5-66.4%
 F 0-59.4%

Course Information

Repetition of Courses and Coursework

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the resume and logo).

Quality of Work

All work in this course should follow AP Style, including proper spelling, grammar, and language. A large part of effective communication is having a polished written concept of what you are communicating. This includes all class work and presentations. Although the professor may or may not line edit your work, problems in these or other areas will result in the deduction of points.

I expect your work to be good and to be yours. What is not yours should be fully cited. In documenting sources you should use APA formatting. If you need help with writing and citing sources, please see me for resources. In addition, Purdue University's Online Writing Lab is an excellent resource, and can be found at <http://owl.english.purdue.edu>.

Your papers will be graded on content, including writing quality, comprehensiveness of research, adherence to complete and proper citation style, grammar, punctuation and spelling. All of these will be analyzed to determine a final paper grade. Avoid overusing long or block quotes. Within your paper, you will have an introduction, a review of pertinent literature, and research questions or hypotheses.

Questions About Grades

If you would like to ask about a grade, please make an appointment to meet with me outside of class time, as I will not discuss grades via email or during class. If you have a question or problem with a grade, exam question, or in-class assignment, you have 48 hours after the assignment is returned to you to contact me, or the grade stands. Your question or appeal must be stated in writing, citing your position and why you feel the mark is incorrect. The appeal should be turned in to the professor or sent via email within the stated time frame.

Additionally, you are responsible for tracking your grade online and meeting with me early in the semester if you are concerned about your overall grade. Meeting with me early and often can help both parties involved find ways to improve student-professor understanding and quality of work.

Drafts, Editing, and Conversation

I am happily willing to look at drafts of your work and to provide feedback on it prior to turning it in for a grade. I do ask for at least 24 hours turnaround time (longer on the weekends), so plan accordingly. Learning how to read and write about theory is new for everyone, so please do not hesitate to ask questions, to discuss an article before you have to present on it, or to debate how certain articles might be in conversation with one another. I am happy to help in any way I can, so please ask.

COURSE SCHEDULE

This is a basic schedule for topics and major assignments over the course of the semester. Although every effort will be made to stick with this schedule, please understand that some material may require more or less discussion and class time. Thus, changes to the schedule may occur. All changes will be announced in class.

Week 1: August 19: What is theory? How to do stuff.

Readings: McQuail Chapter 1

Week 2: August 26: What is mass communication?

Readings: McQuail Chapter 3; Shoemaker, Tankard, & Lasorsa (2004); Edgerly & Vraga (2020)

****Jessica McClure, embedded librarian, in class****

Week 3: September 2: Professionalism, ethics, and the Fourth Estate

Readings: McQuail Chapter 7; Soh (2020); Makhortykh et al. (2020)

Assignment: Intro/proposal due

Week 4: September 9: Media culture and gatekeeping

Readings: McQuail Chapter 12; Linder (2017); Muddiman & Stroud (2017)

Week 5: September 16: Agenda setting and framing

Readings: McQuail Chapter 19; Vargo, Guo, & Amazeen (2017); Ciszek & Logan (2018)

Week 6: September 23: Media content

Readings: McQuail Chapter 13; Tandoc et al. (2018); Vasudevan (2020)

Week 7: September 30: Social media & citizen journalism

Readings: McQuail Chapter 6; Barnard (2018); Dumitrescu & Ross (2020)

Assignments: Annotated bibliography due

Week 8: October 7: Culture, gender, & technology

Readings: McQuail Chapter 5; Tirosh (2017); Duffy & Schwatz (2018)

Week 9: October 14: Media as text

Readings: McQuail Chapter 14; Jackson et al. (2017); Baker (2007)

Assignments: RQs/hypotheses due

Week 10: October 21: Uses & gratifications; types of audiences

Readings: McQuail Chapter 16; Das (2017); Waruwu et al. (2020)

Week 11: October 28: Globalization

Readings: McQuail Chapter 10; Vandevordt (2017); Mauro (2020)

Assignment: Full literature review due

PRSA/PRSSA Virtual Conference October 24-29

Week 12: November 4: Media and social effects

Readings: McQuail Chapter 17 & 18; Ihm & Kim (2018); Gross & Aday (2003)

Week 13: November 11: Research paper presentations!

Wednesday, November 25 at 5:30 p.m. Central

Assignment: Full final papers due via eCourseware

JOURNALISM AND STRATEGIC MEDIA 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. Undergraduate students are to begin the portfolio in JRSM 3900 and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or Squarespace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they 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 lives, via a common email service, such as Gmail.

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 writing 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

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

Electronic devices

Some classes require a tablet, laptop or a smartphone. Others do not. Instructors will set the policy for their specific classes.

Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of 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). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make

arrangements to correct the problem or consider taking another class. Students should consider this class as a “job” in the educational process and be on time just as they would elsewhere.

Course repetition

Majors and minors who fail to earn the minimum passing grade (“C-”) in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor, and judged against previous submissions. The only exception to this policy is the student’s online portfolio and its attendant pieces (for example, the résumé and logo).

Academic integrity

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media 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 rating originality of your ideas. Also to evaluate proper use and assignment of sources. As part of this process, you may require to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

Online SETEs

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

Deadlines

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an

assignment must receive approval from the 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 must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

Disability and accommodations

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity and inclusivity

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. Media 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.

Student support

Student who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.

COVID-19 protocols for this course

COVID-19 Health and Safety Policy - Masks and Social Distancing

All students, faculty and staff will wear masks in all public spaces, including our classroom (lab) per the COVID-19 policy. The first time a student enters a classroom without wearing a face covering, the student will be asked to leave the class until they return a covering. Further violations will be referred to the Office of Student Accountability. Students who repeatedly or flagrantly violate these community expectations may be referred for discipline under the Student Code and, if appropriate, immediately removed from campus by the Dean of Students.

Student Health

Students who are experiencing symptoms such as sneezing, coughing or a higher than normal temperature should inform me by email so they can be excused from class and should stay home. Students should contact their health care provider or the Student Health Center at <https://www.memphis.edu/health/>.

Students who have a positive COVID-19 test should contact the Dean of Students at deanofstudents@memphis.edu.

Student Accommodations

If and when we return to class, students seeking to remain remote for health or other serious reasons should discuss their options with me. Students with accessibility issues or with other learning accommodation needs due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at drs@memphis.edu. (<https://www.memphis.edu/drs/index.php>)

Student Resources

Students who need additional resources can contact the Dean of Students Office at <https://www.memphis.edu/deanofstudents/crisis/index.php>.