

Media 4: Introduction to Mass Communication

Santa Rosa Junior College

Semester: Fall 2020

1. Section 0404 Monday from 12-1:30
2. Section 1701 Monday from 1:30 -3
3. Section 2849 Tuesday 10:30 am -12
 - a. Class Zoom Link: <https://santarosa-edu.zoom.us/j/91692890774>
 - i. Meeting Password: 228899

Instructor: Lex Pulos, Ph.D.

Office Hours: M 3-5 & W 12-4, and by appointment.

Zoom link: <https://santarosa-edu.zoom.us/j/91208081086> Meeting Password: 512187

e-mail: APulos@santarosa.edu

Required Text: Campbell, R., Martin, C. R., & Fabos, B. (2019) Media & culture: Mass communication in a digital age (12th Edition). - Other readings will be hosted on Canvas

COURSE DESCRIPTION (What did I just get myself into)

Media literacy is defined as “being consciously aware of the messages and images we receive from the media, and then interpreting those messages and images critically while considering the media’s purposes and goals.” Talking about the developments of media and technology, historian Carolyn Marvin (1988) said that media are “constructed complexes of habits, beliefs, and procedures embedded in elaborate cultural codes of communication” (p.8). What she meant is that media, although important social institutions, do not exist in vacuum; instead, their legitimacy is grounded in the context in which they form and operate, while their practices and organization are based on the assumptions predominantly established in the past. Learning how these elements have influenced media from the early days of the press to the media conglomerates of today will help us understand current media landscapes, standards, and routines as well as the role these social entities have in both fostering social change and maintaining the status quo.

This course will therefore look at all the types of media that we interact with each day, including radio, television, newspapers, magazines, books, films, and the Internet. Throughout this semester, we will examine the influences and effects that media has on us individually and our collective culture and we will dissect media’s history and its vast reach into our daily lives. The basic goal of this course is to stimulate your critical thinking into the facts and situations of our daily lives, and to make you as a student and a consumer more aware of how powerful the media are. After taking this course you should be able to recognize, interpret, en/de-code and articulate your opinions on media messages. You will also become aware of their presence in everyday life.

Assumptions: This course has been designed with a series of expectations that are laid out within this syllabus. If you are willing to take the time and commit to these expectations, the course should be challenging, at times, and enjoyable at others. Additionally, this course, class, and instructor is dedicated to actively creating an open and inclusive environment that pushes us to explore the related content and its relation to our experiences. However, we must recognize that all experiences are not shared equally and as a class we will acknowledge the validity of these experiences, our role in perpetuating the positive and negative elements of these and learn to value and take seriously the complex nature of the human experience. While the class is dedicated to pushing each other, challenging our preconceived assumptions, and questioning ourselves, disparaging comments will not be tolerated.

Student Learning Outcomes and Objectives

Through demonstration and application of their knowledge on the assigned tests, papers, activities, and quizzes, students successfully completing this course will:

1. possess a foundation of knowledge about the development of mass media and understand how events like wars and cycles of prosperity influence the development of media as well as how the media influences our culture;
2. use their knowledge of the interactive nature of media and social influences to think critically and express those thoughts about media messages;
3. understand the controversies associated with mass media and articulate an informed position on these issues;
4. be better informed consumers and citizens at the local, state, national, and global levels; and
5. not passively accept media messages, but rather understand instead that all mass media contain biases and – recognizing those biases – understand that media issues originate from a variety of perspectives.

Objectives:

1. Evaluate the historical development of the print, electronic, and digital media.
2. Analyze the economic, social, technological, and aesthetic impacts of the media on culture.
3. Critically analyze the ways in which the media have influenced mass consciousness.
4. Gather, identify, and interpret mass media overt and covert messages.
5. Demonstrate a critical understanding of media's impact on their daily lives

Grades (Ok, cool, what do I have to do?)

Class Participation: Student contributions to class discussions are vital and individual comments, questions, and examples are highly encouraged. The professor recognizes that we all come from different cultural backgrounds and have unique learning styles and encourages you to engage class material through these perspectives. It is my goal that you learn as much as possible, and this may require students to move outside of their comfort zone at times. However, we cannot move forward, or start a conversation, if you are not prepared to do so. A quick reading of the assigned material will do little to prepare for the assignments, quizzes and discussions in this class, I will therefore assume that you have familiarized yourself with the required readings. I am excited to hear your perspective and insights, and to have discussions about them, and they will always be more productive if we have some shared knowledge to expand upon. I will work to push our understanding of the content, and at times I will challenge you as a student but this will always about the content; as a teacher I am dedicated to the processes of learning and I look forward to the challenging and mutual processes of education.

Assignments

7 Discussion posts	<p>All posts should be thoughtful and well researched. In other words, please cite all sources that you refer to within your post according to APA. Your original post needs to be completed by Wednesday at 11:59PM. Once you have posted your original idea AND have read your peers' posts, please respond to AT LEAST TWO of them with MORE than "good post ☺". Bring in your ideas, examples, additional resources and react to what others have posted. The remainder of your posts are due by Friday night at 11:59pm. To ensure clarity and coherence, I encourage you to: First, write your post in a word document, then copy and paste the narrative into CANVAS. DO NOT ATTACH THE DOCUMENT TO CANVAS – YOUR PEERS WILL NOT BE ABLE TO RESPOND.</p> <p><i>There will be 7 Discussion Posts. At the end of the semester the 2 lowest scores will be dropped.</i></p>
7 Journal reflections	<p>Throughout the semester you will submit your ongoing reflections using the Media 4 journal assignment. All posts should be thoughtful and well researched. In other words, please cite all sources that you refer to within your post according to APA. your posts are due by Friday night at 11:59pm. To ensure clarity and coherence, I encourage you to: First, write your post in a word document, then copy and paste the narrative into blackboard. Journals must be submitted on time, accurately, and completely with sufficient detail and depth of reflection.</p> <p><i>There will be 7 Journal Reflections. At the end of the semester the 2 lowest scores will be dropped.</i></p>
14 Reading Quizzes	<p>For all the topical readings assigned by the class instructor, there will be a graded quiz. All quizzes will be held via CANVAS and will be due at 11:59 PM on Friday. All readings can be accessed via CANVAS. The quizzes are designed to assure that you read and understood the text as well as media related current events. You will have 40 minutes to take the quiz so please be sure to prepare before you take the quiz.</p> <p><i>There will be 14 quizzes (one each week of content). At the end of the semester the 2 lowest scores will be dropped.</i></p>
Exams – 2	<p>Exams will cover text materials in the book as well as concepts from in class discussions and examples. Both the midterm exam and the final exam will be non-comprehensive and timed. You will have 2 HOURS to take each exam through Canvas. Exams will consist of T/F, Multiple Choice, short answer, and essay questions. You MUST take the exam within the scheduled week. Exams will be open book/open note, but this does NOT mean that you will not have to prepare ahead of time. To be successful on these exams, you must read, highlight, and take notes on the chapters. You MUST close ALL TABS within Canvas as well as on your computer before taking the exam. You CANNOT have the PowerPoint slides, or anything else open when taking the exam or you will get kicked out of the exam.</p>
Timeline Project	<p>The media literacy project addresses the fact that individuals are not simple observers or passive consumers of media, but that we are active participants with the construction of mediated and socially produced images and meanings. This also addresses my understanding that literacy is shifting within the postmodern and digital age. Where literacy was once the ability to read and write, today's literacy includes the ability to not only consume and critique media, but to be able to produce media as well. This assignment has 2 parts but is</p>

	<p>all focused on the same topic, part 1: requires you to research a topic and construct a critical analysis of the topic; part 2: requires students to visualization the content through a timeline.</p> <p>Part 1:</p> <p>Topic and resource proposal (10 points): This paper is designed to allow you to perform an in-depth exploration into a specific form/subject/topic of the media. The selection of topic is wide open, but you will want to keep in mind how the topic gits into the class (what is the connection between media and society). Some topics might include: critical/social impacts of a TV show/Film; media regulation and policy; new technology development; news/pop culture event coverage; media industry changes; cultural imperialism; etc. Each topic must be turned in for approval, so you are not all writing about the same thing. I will create a thread in Canvas so please put your ideas and sources (at least 3 cited in APA) in that thread. The topic thread will be opened on Canvas at the beginning of the semester. Feel free to start posting your topics and discussing as soon as you want.</p> <p>Rough Draft (20 points): Due to me via Canvas. Formats: .doc, .docx. Remember – the more complete your paper is (including citations and references) the better equipped I am to give feedback</p> <p>Paper (70 points): The project is designed to allow you to probe in depth into a specific aspect or form of the media. All chosen topics must be approved by me—and will be appraised on the interpretation and evaluation of the media or medium, its messages, and overall presentation content—and you will have a minimum of five academic resources outside your textbook. You will submit a 5-7 page paper (not including references or title page, which means you actually WRITE 5-7 pages).</p> <p>Part 2:</p> <p>Timeline visual aid (30 points): you will work to construct a timeline of your selected topic. You may choose to develop this as a chronology of a medium (such as the printing press), of a media persona (such as William Randolph Hearst), or of a media event (Watergate). No matter what you choose you need to be sure to fully develop your timeline, utilize visual as well as written elements to clarify the topic, construct a detailed outline, and be sure to cite your information. Citation needs to be included in the timeline to ground your information. This should be original work (taking a Wikipedia article and transferring it to a timeline format will be counted as plagiarism), multiple sources, images or film clips will help to generate your original work.</p>														
Grading Summary	<p>Students will demonstrate their understanding and mastery of the topics in EMB 100 through the following:</p> <table> <tr> <td>Discussion Board (5 @ 15)</td><td>75</td></tr> <tr> <td>Journal Reflections (5 @ 15)</td><td>75</td></tr> <tr> <td>Reading quizzes (12 @ 10)</td><td>120</td></tr> <tr> <td>Mid-Term Exam</td><td>100</td></tr> <tr> <td>Final Exam</td><td>100</td></tr> <tr> <td>Timeline Assignment</td><td>130</td></tr> <tr> <td>Total Points Possible</td><td>600</td></tr> </table> <p>The media are a deadline-based industry. Therefore, assignment deadlines are of utmost importance. In all evaluations, if work is submitted after the due date, the grade will be reduced by <u>10% per day (not class period) late (for up to 5 days)</u>. I know this has already been mentioned. I must mean it. Presentations and quizzes must be made or taken on the due date – if you miss the presentation or quiz, that grade is a zero.</p>	Discussion Board (5 @ 15)	75	Journal Reflections (5 @ 15)	75	Reading quizzes (12 @ 10)	120	Mid-Term Exam	100	Final Exam	100	Timeline Assignment	130	Total Points Possible	600
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Extra Credit	<p>There is no extra credit available in this course. An ‘A’ grade cannot be earned by turning in more ‘C’ level work than the rest of the students. It is possible that a unique opportunity may arise during the semester due to research or special events and, if so, I will let you know. Do not request extra credit. If you are struggling with material, please try to meet with me early on to give optimal opportunity for improvement.</p>														
Late work (I just bought a tiger and it more work than I anticipated):	<p>The media are a deadline-based industry. Therefore, assignment deadlines are of utmost importance. In all evaluations, if work is submitted after the due date, the grade will be reduced by <u>10% per day (not class period) late (for up to 5 days)</u>. Exams and quizzes must be made or taken on the due date – if you miss a quiz, that grade is a zero.</p> <p>But never fear, there is some flexibility to the grades. As a reminder: Quizzes/Discussions/journals – lowest 2 scores are dropped (or for the cheeky few, you may skip two).</p>														

Tentative Course Schedule		
Date	Topic and Reading	Weekly Assignments (All assignments are due by 11:59 pm)
Week 1 8/17-8/23	Introductions and Class Structure	1. Introductory Discussion post
Week 2 8/24-8/30	Chapter 1: A Critical Approach	1. Discussion post 1 (Original: by Wednesday & Response: By Friday) 2. Quiz 1 (Due by 11:59pm Friday)
Week 3 8/31-9/6	Chapter 2: Media Convergence	1. Journal Reflection 1 (Due by Friday) 2. Quiz 2 (Due by Friday)
Week 4 9/7-9/13	Chapter 3: Games	1. Discussion post 2 (Original: by Wednesday & Response: By Friday) 2. Quiz 3 (Due by Friday) 3. Topic Proposal due
Week 5 9/14-9/20	Chapter 4: Music	1. Journal Reflection 2 (Due by Friday) 2. Quiz 4 (Due by Friday)
Week 6 9/21-9/27	Chapter 5: Radio	1. Discussion post 3 (Original: by Wednesday & Response: By Friday) 2. Quiz 5 (Due by Friday)
Week 7 9/28-10/4	Chapter 6: Television	1. Journal Reflection 3 (Due by Friday) 2. Quiz 6 (Due by Friday)
Week 8 10/5-10/11	Chapter 7: Movies	1. Discussion post 4 (Original: by Wednesday & Response: By Friday) 2. Quiz 7 (Due by Friday) 3. Rough Draft Due
Week 9 10/12-10/18	Review Chapters 1-7	1. Midterm 2. MIDTERM EXAM – Note – this is taken on Canvas and you have 4 hours to take the exam!!
Week 10 10/19-10/25	Chapter 8: Newspapers	1. Journal Reflection 4 (Due by Friday) 2. Quiz 8 (Due by Friday)
Week 11 10/26-11/1	Chapter 14: Values, Ethics and Democracy	1. Discussion post 5 (Original: by Wednesday & Response: By Friday) 2. Quiz 9 (Due by Friday)
Week 12 11/2-11/8	Chapter 15: Media Effects	1. Journal Reflection 5 (Due by Friday) 2. Quiz 10 (Due by Friday)
Week 13 11/9-11/15	Chapter 16: Freedom of Expression	1. Discussion post 6 (Original: by Wednesday & Response: By Friday) 2. Quiz 11 (Due by Friday) 3. Timeline paper and Visual Aid due
Week 14 11/16-11/22	Chapter 13: Media Economics	1. Journal Reflection 6 (Due by Friday) 2. Quiz 12 (Due by Friday)
Week 15 11/23-11/29	Thanksgiving Break	
Week 16 11/30-12/6	Chapter 11: Commercial Culture	1. Discussion post 7 (Original: by Wednesday & Response: By Friday) 2. Quiz 13 (Due by Friday)
Week 17 12/7-12/13	Chapter 12: Public Relations	1. Journal Reflection 7 (Due by Friday) 2. Quiz 14 (Due by Friday)
Week 18 12/14-12/18	Final Exam	1. Review Chapter 8 & 11-16 2. FINAL EXAM – Note – this is taken on Canvas you have 4 hours to take the exam!!

Class Policies

CLASS PARTICIPATION

This is a discussion-based course, so your participation will help make the class run.

- (a) **Attendance:** Roll will be taken at the beginning of each class session and attendance will be given to the university for registration and enrollment purposes. I will assume that your attendance means that you want to be in the class and will therefore expect you to come prepared and ready to participate in class. If students are unable to follow the course guidelines or disruptive, I reserve the right to remove them from class for the day, if you are or unprepared then stay home, if your Snapchat streak is more important than class then feel free to do that instead, but if you come prepared to learn then so will the professor.
 - a. **University Non-Attendance Policy**
Faculty may report students who do not attend the first-class meeting of the semester/session as non-attending if they have not contacted the faculty member. Faculty are compelled to report students who fail to attend the first two classes as non-attending if they have not contacted the faculty member. All non-attendance for the full semester must be reported by the end of the add/drop period but should be reported as soon as two classes are missed. For online classes, faculty are compelled to report students who do not log into Canvas during the first week of class as non-attending.
- (b) **Technology Policy: Cell:** Students are simply not allowed to use a cell phone during class lecture or after a quiz, if I see that you are using a phone the professor reserves the right to read the texts to the student's peers, send the phone around to have peers post on the students Facebook wall, incinerate the phone or dissolve it with acid. We will have breaks during the class time in which you are free to use your phones then. **Tablets/ Computers:** Students may utilize these to take notes but if your technology becomes a resource for distraction, they may lose these privileges for yourself or the class.
 - a. Importantly: I do not want to have to manage your screen time, so please do not make me.
- (c) **In-class involvement:** Student contributions to class discussions are vital and individual comments, questions, and examples are highly encouraged. The professor recognizes that we all come from different cultural backgrounds and have unique learning styles and encourages you to engage class material through these perspectives. It is my goal that you learn as much as possible, and this may require students to move outside of their comfort zone at times.
- (d) **Class citizenship:** Individuals that are chronically late to class, tune out regularly during lectures or activities, or are impolite to fellow students (or me!), will be ask you to leave class for the day and I reserve the right to drop you from the class.
- (e) For athletes, university events, medical emergencies or disability services individuals must provide an official written documentation and schedule of anticipated absences (if applicable) within the first week of the semester.

STUDENT RIGHTS AND RESPONSIBILITIES

The maintenance of academic standards and integrity includes the obligation not to cheat or plagiarize. A student who uses dishonest or deceitful means to obtain a grade is guilty of cheating; a student who submits another's work as one's own without adequate attribution is guilty of plagiarism. Identical work will earn a grade of zero. Students are fully responsible for learning the course content and material disseminated in the class. Technical difficulties do not release you from this responsibility. In addition, the instructor and class will follow a code of conduct that respects individual identities, sexualities, belief systems, cultural backgrounds and perspectives. The class will support an open and friendly space to encourage and discuss topics, and often challenge perspective, but will never attack or limit the agency or voice of other students.

PLAIGARISM

Presenting another's ideas as your own will not be tolerated. Plagiarized work will result in a failing grade for the assignment, a referral to the appropriate university officials for disciplinary review, and possible dismissal from the course.

STUDENTS WITH COGNATIVE VARIANTS

Santa Rosa Junior College is committed to providing reasonable accommodations for all persons. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Resources. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <https://drd.santarosa.edu/>.

SYLLABUS CHANGES

This syllabus is subject to change at the professor's discretion. Students will be informed immediately of any changes to the syllabus and/or schedule, and changes will always benefit the students, not the professor.

CLASSROOM DECORUM

Please inform the professor if an emergency might require electronic contact during a class meeting. I will return this courtesy.

There are certain basic standards of classroom civility that should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community.
2. Attentiveness to and participation in lectures, group activities, and other classroom exercises.
3. Avoidance of unnecessary disruptions during class such as private conversations, reading the newspaper or doing the crossword puzzle, or doing work for other classes.
4. Avoidance of negative language that may unnecessarily exclude members of our campus and classroom community.

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the SRJC community to promote and value a campus environment and classroom climate that is antiracist, safe, fair, respectful, and free from prejudice.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name / Pronoun

My gender pronouns are he/she, him/her, his/hers. I will gladly honor your request to address you by your name and/or gender pronouns. Please advise me of these early in the semester.