

Media 4: Introduction to Mass Communication Santa Rosa Junior College

- **Semester:** Fall 2023 (Section 0404) **Room:** Garcia 107 1:30-3 pm; section 1662 - Online
 - **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
- **Instructor:** Lex Pulos, Ph.D. **Email :** APulos@santarosa.edu
 - **Office Hours:** Tuesday/Thursday 3:30-5 pm; (Room 118) and Wednesday 11-1 on Zoom, but I can make other times work, please sign up for any office hour appoints here: <https://calendly.com/apulos/office-hours-1>

The course generally has assignments due Thursday and Friday and the course is structured as follows:

1. Course videos and readings with a quiz
2. Application of the content through Thursday activities
 1. I encourage you to look ahead as these can take some time to complete (Week 3 specifically)
3. Midterm/Final to synthesize and review content

All material is available through the modules page. I hope that you enjoy the course and I look forward to learning with you all throughout this semester.

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.

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

- 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:

- Evaluate the historical development of the print, electronic, and digital media.
- Analyze the economic, social, technological, and aesthetic impacts of the media on culture.
- Critically analyze the ways in which the media have influenced mass consciousness.
- Gather, identify, and interpret mass media overt and covert messages.
- 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. 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
Engagement (55 points)	<p>Participation 30 points Students’ attendance will be tracked in the course and students will earn credit for their participation in class conversation/activities. Students will earn points for being in class and participating.</p> <p>A student may be dropped from any class when that student’s absences exceed ten percent (10%) of the total hours of class time, which is 324 minutes (excessive absence are absences beyond 324 minutes).</p> <p>Additional work:</p> <ol style="list-style-type: none"> Information sheet - 10 points Media Effects Discussion - 15 points
Short Essay Projects (80 points)	<p>There are 2 paper assignments during the semester, and each will have the same basic guidelines.</p> <p>Basic guidelines:</p> <ol style="list-style-type: none"> APA citation (in-text citation and reference list) 3+ Academic resources Clear structure with topic sentences, section headers, etc. Clear editing <p>Topics:</p> <ol style="list-style-type: none"> Media log reflection (40 points) – A short reflection and research paper is due after the media log assignment and will be used to synthesis your experience and the data of your peers. Photojournalism project (40 points) – The assignment is a basic investigative journalism assignment focused on an area of interest to you (and a partner if you want). The assignment will require students to research the topic and take photos of the topic and then create a short article around the =issue at hand. Articles will then be posted to Canvas for your peers to read.
Homework assignments for Class (115 points)	<p>During the semester students will be expected to prepare for class by both reading the assigned material and by completing preclass work. At times, this will include listening to a podcast or watching some media clips and at others, it will include creating a short journal reflection to class.</p> <p>Assignments:</p> <ol style="list-style-type: none"> Big 5 - 80 points (9 assignments 1 is dropped)

	2. Media reflections, posts and playlist - 35 points
11 Reading Quizzes (110 points)	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 by 11:59 PM the day they are assigned for . The quizzes are designed to assure that you read and understood the text as well as the assigned videos. You will have 40 minutes to take the quiz so please be sure to prepare before you take the quiz. <i>There will be 13 quizzes (one each week of content). At the end of the semester the 2 lowest scores will be dropped.</i>
Project (140 points)	<p style="text-align: center;">Media Moment Project</p> <p>To emphasize the goal of media literacy (the ability to read and write) the assignment will be a video essay submission that addresses a significant "moment" in media history. These moments should relate to an element of media industry (practitioners or practices), Media law (regulations), or Media technology (media developments) that has impacted/changed a specific area of mass media. Students will create a video to present this material and like any essay, it should follow the format of a thesis, followed by supporting information, utilize verbal and visual evidence in support of the essay claims, and offer a compelling conclusion that ties the essay together. The production of the video is up to you, but I will expect that you have visual references to support and illustrate your argument, citations, etc.</p> <p>The general structure should have two parts:</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Illustrating the cause, development, application, and impact of the topic: the creation of an original visual timeline of your selected topic that include in-text citations, visual material, and written content. 2. Argument about what led to the changes/how the topic developed, what impact this had, and why this matters/what the consequences of this are. <p>Workflow</p> <ol style="list-style-type: none"> 1. Sign-up - 10 points 2. 5 College sources - 15 points 3. Outline - 25 points
Grading Summary	<p>Students will demonstrate their understanding and mastery of the topics in Media 4 through the following:</p> <ul style="list-style-type: none"> • Engagement 55 • Media Log & Photojournalism 80 • Homework 115 • Reading quizzes (11 @ 10) 110 • Media Moment Project 140 • Total Points Possible 500
Extra Credit	There is no current 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. If you are struggling with material, please try to meet with me early on to give optimal opportunity for improvement.
Late work (I just bought a tiger and it more work than I anticipated):	The media are a deadline-based industry. Therefore, assignment deadlines are of utmost importance. However, submission assignment may be turned in up to 2 days late but there is a 5% penalty per day it is late.

Tentative Schedule

Date	Topic and Assignment	Date	Topic and Assignment
Week 1 (8/29)	Course Overview and Introductions Fri - Student Information Sheet	Week 9 (10/24)	T - Media Literacy Overview TH - Watch Videos for Big 5 #5
Week 2 (9/5)	T - Chapter 1 Overview (Critical Approach) TH - Post to Social Media Fri - Quiz	Week 10 (10/31)	T - Chapter 7 Overview (Movies) TH - Watch Clips for big 5 #6 Fri - Quiz
Week 3 (9/12)	T - Chapter 5 Overview (Radio) TH - Read articles for Big 5 #1 Fri - Quiz	Week 11 (11/7)	T - Chapter 8 Overview (Newspapers) TH - Watch clips and explore websites for big 5 #7 Fri - Quiz & Media Moment outline
Week 4 (9/19)	T - Media Moment Project Workday & Sign-up TH - Chapter 6 Overview (Television) • Read Articles for big 5 #2 Fri - Quiz	Week 12 (11/14)	T - Chapter 14 Overview (Values, ethics, and democracy) TH - Watch clips For big 5 #8 Fri - Quiz
Week 5 (9/26)	T - Chapter 4 Overview (Music) TH - Prepare playlist for peers Fri - Quiz	Week 13 (11/21)	Fall Break T - Media Event Project work day Online Discussion • Wed - Chapter 15 Overview (Media Effects) & Quiz
Week 6 (10/3)	T - Chapter 3 Overview (Games) TH - Watch clips for big 5 #3 Fri - Quiz	Week 14 (11/28)	T - Chapter 9 Overview (Magazines) TH - 48 hour photo journalism Fri - Quiz & Journalism essay
Week 7 (10/10)	T - Chapter 13 Overview (Media Economics) TH - Read articles for Big 5 #4 Fri - Quiz & Media Moment resources	Week 15 (12/5)	T - Chapter 12 Overview (Public Relations); • Watch Videos for Big 5 #9 Fri - Quiz • Final Project Due
Week 8 (10/17)	T - Chapter 2 Overview (Media Convergence) Th - Complete Media Log Fri - Quiz & Media Log paper	Week 16 (12/12)	

General Class Policies

CLASS PARTICIPATION

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

- **Attendance:** Roll will be taken at the beginning of each class session and attendance will be given to the college 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.
 1. **SRJC 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.
- **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.
 1. 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, college 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.

PLAGIARISM

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 college officials for disciplinary review, and possible dismissal from the course.

STUDENTS WITH COGNITIVE 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.

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