

**LINCOLN UNIVERSITY
DEPARTMENT OF MASS COMMUNICATIONS
CENTER OF EXCELLENCE
COURSE SYLLABUS**

COURSE TITLE:	Intro to Mass Comm	COURSE NUMBER:	COM 200
TERM:	Fall 2011	PREREQUISITE:	ENG 103
INSTRUCTOR:	Angela Cirucci, MA	EXTENSION:	8154
OFFICE:	Grim, Room 130	EMAIL:	acirucci@lincoln.edu
OFFICE HRS:	MW 11-1 and by appointment		
MEETING TIME:	MWF 10-10:50	LOCATION:	Univ. 202

COURSE DESCRIPTION:

This course provides an introductory historical and critical survey of the audio, video, and film media with special emphasis on the aesthetic contribution and cultural assimilation involved in their development.

Media consume us (and we consume media), whether we're updating our Facebook pages, "texting" our friends on our I-Phones or Blackberries, watching movies, listening to the radio on the way to campus, or just reading a book. We take for granted mass media's awesome power and influence over our daily lives, which is why it is critical to have a basic understanding of mass communications and the mass media industries. This course will give the necessary introduction to the systems of mass communications and the various types of careers available in the mass media industries. It will also briefly detail the history of mass media in this country, highlighting the technological inventions and innovations that have made different types of media accessible to the majority of Americans. You will also learn the basics of different theories of mass media, particularly as it pertains to the media industries' ability to influence our perception of the world.

REQUIRED TEXT/COURSE MATERIALS:

Baran, Stanley J. *Introduction to Mass Communication: Media Literacy and Culture* (6th Edition).

Other course readings will be available on Desire2Learn or distributed as course handouts.

PROGRAM STUDENT LEARNING OUTCOMES:

1. Demonstrate excellence in mass media writing styles that conform to highest standards in print and broadcast newsrooms, multimedia platforms, and graduate course work.
2. Interpretation and application of mass media theories and appreciation of how mass media impacts current events and cultural production.
3. Application of mass media ethics, particularly codes of professional integrity established by the Society of Professional Journalists, Online News Association, National Association of Broadcasters.

4. Applied knowledge of mass media technologies consistent with the changes in mass media industries, including multimedia convergence.
5. Application of research methods and approaches required for graduate study in mass communication.

COURSE STUDENT LEARNING OUTCOMES:

1. Define terminology common to mass media communications.
2. Explain the history and development of media and their impact on global society.
3. Recognize how the organizational and economic nature of contemporary broadcast industries shapes the content of television and multimedia
4. Identify, analyze and understand the functions, impact and effects of the mass media industries in the US.
5. Understand the diverse roles and functions, as well as the organizational hierarchies, within mass media industries.
6. Learn how to become active, critical consumers and producers of media instead of merely being passive consumers.

CORE CURRICULUM STUDENT LEARNING OUTCOMES:

1. Analyze, describe and interpret the media content in the context of global society
2. Apply First Amendment and ethical principles in the production of radio and television content
3. Explain the historical, cultural and economic development of mass media industries, particularly in the United States and other societies
4. Demonstrate correct use of research methods in connection with broader mass communications theories and methodologies
5. Explain how new media technologies impact the content, audience, organizational and economic nature of contemporary television and radio

ASSESSMENT MEASURES (TOOLS) DIRECT AND INDIRECT for each SLO:

1. Tracking students who are accepted into graduate programs
2. Assessing student writing by their publications
3. Evaluating a mid-term analysis paper and a final project that applies concepts and theories learned throughout the whole semester
4. Pop quizzes to test if students have learned core concepts and completed readings throughout the semester

CALCULATION OF FINAL GRADES:

Reaction papers (20%): You will be asked to write two- page reaction papers (12-point Times New Roman, double-spaced) to the readings and to class discussion. You can write however you would like (first-person or academic analytical), but you are expected to produce a clean copy that has been proofread. I do grade for grammar and spelling, so please look over your work before you submit it. *All assignments will be submitted electronically via dropbox*

on *Desire2Learn*.

Quizzes (10%): To ensure that you are up-to-speed on your readings, I will periodically give “pop” quizzes at the beginning of class. These quizzes will be specifically related to your readings and anything we discuss in class.

Mid-term (30%): The mid-term analysis will allow you to apply theories and ideas that we have learned about to a real world example. The example will be chosen for you, you will simply have to clearly explain to me how everything fits together. You will be creating a page on our wikispaces site to present your analysis. You will be able to link to resources, embed videos, and upload pictures to help explain your stance and analysis.

Class participation and attendance (10%): You will be expected to take part in class discussions and introduce new ideas throughout the semester. Because this class is largely participation-based, your attendance is a must. For every two classes your absence is unexcused, you will drop by **ONE GRADE LEVEL**. If you miss six or more classes, ***you will fail***. In addition, three tardies are equivalent to one absence, so if you are chronically late, you might have some trouble passing this course. This attendance policy is enforced to encourage you to come to class with a desire to engage your fellow classmates and gain new insights.

Final Paper (30%): Your final paper will ask you to, in groups, analyze a current media phenomenon using all that we have learned throughout the whole semester. Instead of a test which mostly just asks you to regurgitate information, this final paper will truly show your understanding of the course topics by asking you to *apply* them in a new and interesting way. Much like the mid-term, you will present your findings on our wikispaces site. However, you will be expected to create a more elaborate site since you are working in groups, and it is further along in the semester. This should be a thorough analysis of the media phenomenon you have chosen including links to many other sources and much evidence to back up your claims. The only academic sources you should need are those we have used in class, but you are of course welcomed to use others as long as you cite them correctly.

Final Grades:

100-93=A	89-86=B+	79-76=C+	59-0=F
92-90=A-	85-83=B	75-73=C	65-64=D
	82-80=B-	72-70=C-	62-60=D-

CLASSROOM PROCEDURES:

Absence and Lateness

Attending class is very important to understanding the course content and fulfilling our course objectives. Everyone is expected to arrive to class no later than five (5) minutes past the beginning of class. After that, you will be marked as late. Three latenesses will count as an unexcused absence. Every unexcused absence will result in the deduction of one grade level. For example, one unexcused absence would bring an A down to an A- or a C- down to a D+. This class allows for every student to have excused absences. Please see the below Lincoln University Policy for an explanation.

If you are late or absent it is your responsibility to find out what you missed. Please do not ask me for any missed course content. Late assignments will not be accepted under any circumstances.

Emailing Rules

I will not read/answer emails that are not professional and show respect. This means that every email should include (1) a subject line that actually captures the subject of your email, (2) salutations (an intro and a sign-out) and (3) full sentences and correct grammar and spelling. I will always take the time to send you clear, concise and professional emails, so I expect that you do the same. If you choose to not send me emails in this manner, I will simply trash them.

Class Rules

In general, I am easy going and laid back. I like to have fun and make jokes. Yet, I also take our course content seriously. I fully believe that you will only get as much out of a class as you put in. I have high expectations of you and I will not settle for laziness or work that shows lack of effort. I ask that you come to class prepared and ready to actively contribute to class discussion. If you do this, you will have no problem passing the class. Acting in a way that distracts your classmates and me is not fair for anyone. This includes talking while someone else is talking, being on a mobile device during class, constantly arriving late, etc.

Respect is a big thing for me. I will try my best to respect you, and if I do something out of line, please let me know. Similarly, I will expect you to do your best to respect me and if you do something out of line, I will be sure to let you know.

You have every right to know how you are doing in this course. Please feel free to contact me at any time to check up on how you are progressing in the class. Face-to-face communication is best, so speaking with me before or after class or in my office is number one. After that, shooting me an email or calling me works too. If you ever have any trouble with any of the course content, please make an appointment to meet up with me so you can catch up with the

course ideas. Letting me know a day before an exam or critique due date that you are unclear about the content is not acceptable.

SCHEDULE OF LEARNING OPPORTUNITIES (ASSIGNMENTS):

- Week 1** Introduction to course
Review syllabus
How to correctly use APA
- Week 2** Reading and analyzing
In-class reading of McLuhan's Introductions
READ: McLuhan "The Medium is the Message"
- Week 3** What is mass communication?
Defining commonly used terms
Begin discussing media literacy
READ: Baran Ch. 1 (pp. 1-23)
READ: Hobbs and Jensen "The Past, Present and Future of Media Literacy Education"
- Week 4** Media literacy
READ: Baran Ch. 2
- Week 5** History of Mass Media
Popular communication theories
READ: Baran Ch. 13
DUE 9/19: Reaction Paper #1 in dropbox by 10am
- Week 6** Understanding the impact that mass media had in the 20th century and the fear of "big media" and the use of media industries to shape public opinion
Walter Lippmann and Public Opinion
READ: Baran Ch. 3
READ: Walter Lippmann "Public Opinion"
- Week 7** Newspapers, books and magazines
READ: Baran Ch. 4 AND Ch. 5
- Week 8** Impact of television on mass media and the way we view the world
In-class reading of "First Person Paparazzi" (When, and Where, Are We?)
READ: Baran Ch. 8
- Week 9** Enlightened Racism
Sophisticated Stereotyping
READ: Jhally and Lewis "Enlightened Racism" (Introduction and Conclusion)
DUE 10/17: Reaction Paper #2 in dropbox by 10am
- Week 10** Work on mid-term analysis paper
I will not be here from October 21-October 31
- Week 11** The Internet
Growth and revolutionizing of interpersonal communication
Have we become too dependent?!
READ: Baran Ch. 10
DUE 11/2: Mid-Term analysis, finished on wikispace by 10am
- Week 12** Postmodernity, Simulation and the Hyperreal
READ: Baudrillard "Simulation and Simulacra" (The Precision of Simulacra, pp. 1-14)

- Week 13** Video Games and Social Media
READ: Kline, Dyer-Witheford and De Peuter “Digital Play” (Ch. 1)
READ: “First Person Paparazzi” (pp. 31-37)
DUE 11/14: Reaction Paper # 3 in dropbox my 10am
- Week 14** Social Media and Celebrity Culture
READ: Cashmore “Answering/The Big Question”
- Week 15** Final papers
Discuss in class and present
DUE 12/2: FINAL PAPER

The instructor reserves the right to make changes to this syllabus at any time.

ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.