

Introduction to Mass Communications - COMM 1154-01D

Summer 2015/Session III
June 1, 2015 - June 25, 2015

Face-to-Face Class Meetings: Tuesdays & Thursdays, 3:00 pm - 5:15 p.m.
(Classroom: Humanities 312)

Instructor: Dr. Patrick Hadley
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Office Hours (F2F): Tuesday & Thursday, 12:30 pm - 2:00 pm; other times by appointment
Virtual Office Hrs: M - Th, 10:30 am - 11:30 am (D2L email/chat or Google Voice call/text)
(Other times or media, e.g., Skype, available by appointment)

Overview

COMM 1154 is an introductory, yet critical examination of the origin and development of paramount economic, legal/policy, ethical, political, and social effects issues facing print, telecommunication, and electronic media as well as advertising and public relations industries. It is hoped that this course will stimulate understanding and critical thinking about mass media's impact on society as well as society's impact on mass media. Particular attention will be given to implications of competition and convergence of traditional and digital mass media.

Learning Objectives

To demonstrate an understanding of the origin and development of mass media¹ and support media²

To demonstrate an understanding of paramount economic, legal/policy, ethical, political, and social effects issues facing mass media

To demonstrate an understanding of competition and convergence of traditional and digital mass media

Required Materials

Biagi, Shirley. (2015). *Media/Impact: An Introduction to Mass Media* (11th Edition). Boston, MA: CENGAGE Learning.

NOTE: There is a very low likelihood of passing this course without access to this textbook. There

¹ Mass media are defined as books, newspapers, magazines, recordings, radio, movies, television, and mass communication aspects of the Internet. Note that the Internet functions as both an interpersonal and mass communication tool. Refer to textbook definitions to distinguish between functions.

² Support media are defined as advertising and public relations.

have been notable updates between the 10th and 11th edition of the textbook, although much of the content is the same. You are expected to be familiar with the content in the 11th edition of the textbook for exams in this course.

CourseDen D2L Resources & Technical Support

For CourseDen assistance, including tutorials, troubleshooting, and online support resources, I encourage you to reference the *CourseDen Desire2Learn (D2L) Resources* link on the course homepage, or contact the UWG Online Helpdesk Services via email at online@westga.edu, or via the Internet at <http://uwgonline.westga.edu/students.php>.

Monday - Friday 8am - 5pm EST, you may also visit the Distance Education & Distributed Center at the Honors House or call the staff at 678.839.6248 or 1.855.933.8946 (UWGO). Additionally, you may contact the GeorgiaVIEW D2L Help Center for assistance 24 hours a day, 7 days a week, and 365 days a year via the Internet at <https://d2lhelp.view.usg.edu> or via its support hotline at 1.855.772.0423.

If you experience technical difficulties, it is very important that you contact CourseDen support staff - Distance Education & Distributed Center (first choice) or GeorgiaVIEW D2L Help Center. The staff will document your case, and verify whether it is a personal or campus technology issue. Personal technology issues do not justify due date extensions; and due dates will be extended only in cases of campus technology issues or cases of unavoidable situations substantiated with documentation. To request an extension for qualified cases, you should e-mail me within two hours of due date. However, if you do not contact CourseDen support staff, late online assignments or exams may not qualify for credit or will be subject to late penalties.

Important CourseDen Tools

Grades: Use the *Grades* tool to view your grades. Exam scores will be automatically posted as soon as online exams are completed.

CourseDen Email: The *Mail* tool allows you to send email to, and receive email from, me and your classmates. It is important to check your email on a regular basis. With the exception of Friday afternoons, weekends, and holidays, I will respond to emails through CourseDen within 24 hours. If you send me email late on Friday afternoons, or on weekends or holidays, I will process your email by 5:00 pm the following weekend day. DO NOT send email to my westga.edu email address (unless CourseDen is unavailable).

Assignments

Orientation Module Discussion Post/Orientation Module Quiz (5 percent each)

See course website and class schedule for more information on these two assignments that must be completed during the first week of class.

Exams (3 online exams @ 15% each = 45% total)

You are expected to complete three online exams (available in the *Quizzes* area in D2L). Each exam will cover the equivalent of five to six chapters (including textbook content, classroom

lecture/presentation slide content, as well as assigned outside resources), and will include 40 - 60 true-false/multiple choice/matching questions. You will have 80 minutes to complete each exam. I encourage you to use the *Review, Analyze, Investigate* pages at the end of each chapter to prepare for exams.

NOTE: A study guide will **NOT** be provided. See “key terms” and “critical questions” at the end of each chapter as your review. Your understanding of the material can be broadened if you understand these terms and answer these questions.

There are no makeups for missed exams. Make sure to put the exam dates on your schedule/planner/calendar.

Media Usage Diary Blog Post (10 percent of grade)

Media are part of our everyday lives; many of us are “saturated” in media. This assignment will allow you to be creative in recording your media usage for a 24 hour period and creating a blog post where you describe that usage, adding hyperlinks, photos, and videos to help illustrate your story. You will post the URL of your blog in a designated Discussion area, giving the instructor and your classmates access to the blog you created. Further details will be distributed later in the semester.

Chapter Article Summaries (15 posts @ 1% each =15 percent total)

For each chapter in the textbook, you will search for, locate, and summarize an online article or blog post that refers to or expands on a narrow topic/company/person described in the chapter that interests you. Create a new post under the discussion topic for that chapter (e.g. "Chapter 4 Summaries") and complete ALL of the following steps:

1. Create a new post with a title that is relevant to your topic. For example, in the Newspaper chapter, you might use the title "Update on Sale of Washington Post" if you were summarizing an article updating the sale of that paper to Jeff Bezos of Amazon.
2. Describe the topic/company/person in the textbook chapter that is of interest to you and explain why you have this interest (25 - 50 words)
2. Summarize the article that you found online about your topic/issue/person. (30 - 50 words)
3. Highlight one point from or about the article that you think is the most interesting or important point (MIP) for your classmates to know (15 - 40 words)
4. Insert a clickable hyperlink to the article in your summary so that others can easily find the original article. (See separate video for a demonstration of creating a hyperlink.)

[WARNING - If you move ahead of the readings to complete your chapter summaries and are the first person to post, remember to come back later when your classmates have posted in order to find a posting to which you can reply.]

Chapter Debate Presentations (15% of grade = 10% presentation; 5% visual aids)

Each student will be randomly assigned to a particular chapter in the textbook. Two students will be assigned to each chapter. For each chapter a controversial subject will be provided by the instructor. Each student will be assigned to an opposing side of the argument. In addition to the textbook, each student will identify three sources (outside the text) that s/he can use to support that side of the argument. On the assigned debate day, students will deliver a 4-7 minute initial presentation arguing their respective sides of the argument. Presenters should be prepared to respond to questions from their opponent, the class, and the instructor.

Students will incorporate visual aids, such as PowerPoint, Prezi, or Keynote. Your presentation slides should be posted in the *Discussion* area for that chapter, e.g., “Chapter 6 Debate Presentations” **by NOON on the day of your presentation**. Presentations posted late will have the final grade reduced by 25 percent. All slides should have visual images included. Slides with bullet points and text-only content will receive lower grades.

Late Work Policy

All assignments (except for exams) are available at least one week before the deadline. Thus, there will be NO acceptance of unexcused late work, including the media usage blog post, discussion questions, or online exams. If you miss an exam, discussion, or other assignment, you will receive zero points. Also, there will be no make-up of exams, discussions, or other assignments unless the absence is excused prior to the missed work and arrangements have been made for completing the work.

Participation and Attendance (5 percent)

This class involves a substantial amount of in-class discussions and presentations/debates, so class absences may compromise your performance. Arriving after class begins or leaving before class ends is discouraged since this might distract presenters or other students.

EACH unexcused absence lowers your final participation/attendance grade by 1.0 percentage point. Please discuss any attendance concerns you have about this course with the instructor as soon as possible by the end of the second day of class. All excused absences must be verified with written documentation.

It is YOUR responsibility to be aware of your participation and/or attendance. You should contact me at any point of the term if you have questions about the policy or your attendance status. I do not entertain unsubstantiated claims at the end of the term that an earlier absence was incorrectly recorded.

Grading Policy

Orientation Module Discussion Post	5%
Orientation Module Quiz	5%
Online Exams (Exam1=15%, Exam2=15%, Exam3=15%)	45%
Chapter Article Summaries (15 @ 1% each)	15%
Chapter Debate Presentations	15%
Media Usage Diary Blog Post	10%
<u>Participation/Attendance</u>	<u>5%</u>
Total	100%

Assignment of final grades will be based on the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

In the interest of academic integrity and fairness, please note that I do not entertain individual requests for extra credit work at the end of the semester.

You earn your grade. Grades are evaluations of your performance on the assignments in this course. A final grade 0.5 percent below the next higher letter grade will be rounded up.

Other Important Policies

University Policies

The following link contains standards about important issues such as the Americans with Disabilities Act, the UWG email policy, the university credit hour policy, and the Honor Code. Please review the information carefully at:

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class.

Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

[END OF SYLLABUS -- WEEKLY SCHEDULE IN SEPARATE DOCUMENT]

COURSE SCHEDULE

COMM 3354

Summer 2015

(Version 3 - as of 7/8/15)

The Course Schedule may change over the course of the semester, so do not ONLY look at a paper version you have printed. Visit the online version regularly through the semester.

*[**Version 2 -6/21/15 - Modules 3 and 5 have been switched. Creation of the ePortfolio is now in Module 3, while the YouTube activities are now Module 5. The deadline for Module 3 remains the same, it just contains different content. Similarly, the deadline for Module 5 remains the same with new content.]*

*[**Version 3: 7/8/15 - The deadline for Module 5 (Quiz, Discussion, Project) has been extended to Wednesday, July 15, 2015 at 11:59 pm.]*

Assignments for discussions/quizzes/projects for specific modules will often be available before the official “start date” of that particular module on the schedule. However, be aware that some discussion assignments may require an initial posting, followed by a reply to a classmate’s initial post. If you complete an initial discussion post before the start date of that module and there are no other posts by classmates to which you can reply, remember to return to that discussion during the week(s) assigned for that discussion to complete the reply portion of the assignment.

MODULE	TOPICS/NOTES	DUE
Orientation Module: Monday, June 1 to Sunday, June 7	<i>Topics: Getting oriented to online course, syllabus, technology</i>	<u>Due by Sunday @ 11:59 pm</u> --Orientation Discussion --Quiz: Orientation Module (NOTE: multiple quiz attempts available without penalty ONLY for Orientation Quiz)
Module 1: Monday, June 8 to Sunday, June 14	<i>Topics: Overview of social media history, trends, technologies (e.g., Facebook, Twitter, YouTube, LinkedIn, Instagram), recent developments</i>	<u>Due: by Sunday @ 11:59 pm</u> --Social Media Discussion --Quiz: Social Media overview content (NOTE: only one quiz attempt permitted for this and all remaining modules)
Module 2: Monday, June 15 to Sunday, June 21	<i>Topic: Blogging, WordPress, and related applications</i>	<u>Due: by Sunday @ 11:59 pm</u> --Create blog and intro blog posts --Discuss social impact of blogs and post your blog URL --Quiz: Blog-related content
Module 3: Monday, June 22 to Sunday, June 28	<i>Topic: ePortfolio</i> <i>Topic: YouTube and other video sharing sites</i>	<u>Due: by Sunday @ 11:59 pm</u> -Convert blog into ePortfolio --Discussion of ePortfolios --Quiz: ePortfolio content

		<ul style="list-style-type: none"> --YouTube/video sharing project --Discuss impact of YouTube --Quiz: YouTube/social video content
<p>Module 4:</p> <p>Monday, June 29 to Sunday, July 5</p>	<p><i>Topic: Screencasting</i></p>	<p><u>Due: by Sunday @ 11:59 pm</u></p> <ul style="list-style-type: none"> -- Project: Create screencast --Discuss relevance of screencasting --Quiz: Screencasting content <p><u>Due by Wednesday, July 8 at 11:59 pm</u></p> <ul style="list-style-type: none"> --Create screencast and related material for Project
<p>Module 5:</p> <p>Monday, July 6 to Sunday, July 12-15</p>	<p><i>Topic: YouTube and other video sharing sites</i></p> <p><i>Topic: ePortfolio</i></p>	<p><u>Due: by Sunday Wednesday @11:59 pm</u></p> <ul style="list-style-type: none"> --YouTube/video sharing project --Discuss impact of YouTube --Quiz: YouTube/social video content <ul style="list-style-type: none"> --Convert blog into ePortfolio --Discussion of ePortfolios --Quiz: ePortfolio content
<p>Final Project:</p> <p>**Deadline: Wednesday, July 22, 2015**</p>	<p><i>Topic: Add screencast video to ePortfolio and add social sharing tools (Detailed guidelines available later in semester)</i></p>	<p><u>Due: by Wednesday, July 22, 2015 @ 11:59 pm</u></p> <ul style="list-style-type: none"> --Post final project on URL used for course blog