

Intro to Mass Communications

COMM-1154

Fall 2020 Section 01 3 Credits 08/12/2020 to 12/05/2020 Modified 07/30/2020

Description

An introductory, yet critical examination of the historical development, and paramount economic, legal/policy, ethical, political, and social effects issues concerned with mass media, i.e., books, newspapers, magazines, recordings, radio, movies, television, the internet, public relations, and advertising. Particular attention given to competition, convergence, and mass media's impact on society, as well as society's impact on mass media.

Requisites

Prerequisites:

Corequisites:

Contact Information

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Office Hours

Please email me if you need to setup a F2F or virtual meeting to discuss anything about the course.

Meeting Times

Tuesday/Thursday 9:30-10:45 a.m.

Materials

Media Impact: An Introduction to Mass Media

Author: Shirley Biagi

Publisher: Cengage

Edition: 12th Edition

Outcomes

1. The student will demonstrate an understanding of the origin and development of mass media and support media (ACEJMC SLO 2)
2. The student will identify with each of the media industries from the historical beginning through today's new technology and the impact one has on the other (ACEJMC SLO 2, SLO 4)

3. The student will demonstrate an understanding of paramount economic, legal/policy, ethical, political, diversity, and social effects issues facing mass media (journalism, film and media arts, and public relations industries) (ACEJMC SLO 4)
4. The student will analyze the impact and relationship that the media has on society and the cause/effect of societal behaviors on the media (ACEJMC SLO 4)
5. The student will apply knowledge and gain experience in individual critical thinking (ACEJMC SLO 2)
6. The student will gain experience in creative group relationships and practices through class work and/or group presentations (ACEJMC SLO 2, SLO 4)
7. The student will gain experience in topical debate discussions as part of class assignments (ACEJMC SLO 4)

✓ Evaluation

Criteria

Type	Weight	Topic	Notes
Exam 1	15%		
Exam 2	15%		
Exam 3	15%		
Quizzes	10%		
Individual Project	10%		
Assignments	20%		
Discussions	15%		

Breakdown

Grade	Range	Notes
A	90 to 100	
B	80 to 89	
C	70 to 79	
D	60 to 69	
F	0 to 59	

☰ Assignments

Exams

Purpose: These exams will further reinforce what you have learned in chapters taught before each exam. These will help you apply knowledge and strengthen your critical thinking skills.

Task: There will be three exams in the course. You will access each exam via CourseDen. These exams will replace a class lecture day and will only be open for 75 minutes for one attempt. Exam questions will include a variety of question types including but not limited to: multiple choice, true/false, short answer, and discussion.

Criteria: All multiple choice, true/false questions come from a question library and have corresponding answers that will be grade automatically when you complete the exam. The short answer or discussion questions will be instructor graded. If a question asks for multiple parts, such as identify and discuss, I will divide the points of each question into each thier parts. The division may not be equally divided, but broken down by difficulty of a question.

Sample Question- Discuss the beginnings and development of paperback books and their role in the democratization of reading in America.

Sample Rubric- Question is worth 10 points; 3 points will be given for accurately discussing the beginning and development, and 4 points will be given for discussing their role in democratization of reading in America.

Quizzes

Purpose: The quizzes on each book chapter reinforces each of the learning objectives.

Task: Complete each chapter quiz by Saturday night at 11:59 p.m. of each weeks lecture on that chapter. You will access the quizzes via CourseDen. You have unlimited attempts; however, note that different questions will generate for the quizzes.

Criteria: All multiple choice, true/false questions come from a question library and have corresponding answers that will be grade automatically when you complete the quiz. Your highest attempt will be recorded. It is my suggestion to aim for a 100% average on your quiz grade. It can certainly make the difference between letter grades by the end of the semester.

Project: Individual Media Project

Purpose: The purpose of this project is to conduct your own research to demonstrate your own understanding of the topics in this course. You will evaluate media concepts and demonstrate how important it is to a global society.

Task: You will conduct this assignment individually. You will use media to teach media. You will pick a concept from the course that has interested you.

- **Concept-** It can be as broad as a chapter from the class such as TV, Movies, PR, Advertisement, etc. It can be as concise as Gender Norms in TV, Bullying on YouTube, Representation in Films, etc.

Once you select your concept, you will search for media that represents or helps highlight your concept.

- **Media-** television episodes, movie scenes, music, websites, blogs, podcasts, etc that illustrates or address your concept.

Your group will build a 6-8 minute presentation for class that discusses your concept and the media you have selected. Points will be deducted for going over the time limit by more than a minute.

Other Requirements:

- Selection of an appropriate concept from the book
- Outside sources to support your concept (minimum of 3)
- Media selection that supports your concept
- PowerPoint or other comparable presentation to address the following questions:
 - Define your concept.
 - Discuss how your media selection illustrates or addresses your concept?
 - Discuss how your media selection may not illustrate or address your concept?
 - Evaluate why is it important to the study of mass communication?
 - Evaluate why is it important to us as consumers of media?

Criteria: This project will be graded by an evaluation sheet that is available to you on CourseDen.

Assignment: Magazine Assignment

Purpose: Creating a magazine will provide a starting point in brand creation and promotion. Most jobs require some sort of audience or customer that you must reach. This assignment will help apply what you learned in the magazine chapter and lecture to create a successful magazine for your audience. This assignment aligns with Learning Objectives 3, 4, 5, and 6.

Task: Your assignment is to develop an online magazine (e-zine). Use the following questions to develop your magazine.

1. What is your proposed title?
2. What identify and describe who will be your target demographic?
3. What would be the unique focus of your content/articles?
4. Identify five primary genres of advertisers you would target to advertise in your magazine? (Do not name specific companies, but genres, e.g., car dealerships rather than Toyota, or hair care rather than Dove.)
5. Referencing key facts and/or statistics from the textbook, explain in 3 or more sentences why you think your e-zine will defy the odds and survive more than five years?

Criteria: In order to get the maximum number of points you must include information for each task above. Here is how I will break down the points.

1. 1 point for title
2. 1 points or 1 point for identifying and 1 point describing your target audience
3. 1 point for explaining your content
4. 5 points for identifying 5 primary genres of advertisers or 1 point for each genre
5. 2 points for using facts from the text book and explaining how your magazine will last more than five years. This breaks down to 1 point for using facts and 1 point for explaining how your e-zine will survive.

Assignment: Rating Assignment

Purpose: You will be able to understand the origin and development of the MPAA rating system. This allow you to reflect bring your perceptions of movie ratings in line with the MPAA rating system. It will also provide an opportunity to critically think about how movies are rated and the effect of ratings on society. This assignment aligns with Learning Objectives 1, 3, 4, 5, 6, and 7.

Task: For this assignment you will watch this 15 minute video summary of [This Film is Not Yet Rated](http://www.youtube.com/watch?v=gIncrMYRUJ0) (<http://www.youtube.com/watch?v=gIncrMYRUJ0>.) **NOTE**, the video clip contains (sexually explicit) material that some might find offensive or objectionable (the most sexually explicit material begins at about 1:05 and lasts until about 3:00, but it is also scattered throughout the clip). Because of this, YouTube requires you to "sign" that you are over 18. As an alternative, if you do not wish to watch the video clip, please read the information from the MPAA's [filmratings.com](http://www.filmratings.com) or review a summary of the documentary online.

After you watch the video and/or read the article answer the following questions:

1. In class you identified your favorite film or one of favorite films. Without looking, guess what that film is rated (don't peek-- just guess).
2. What types of scenes/activities might one expect from a film with this rating?
3. Explain why you chose this rating for the film.
4. Now go look up the actual rating for the film. Were you right or wrong?
5. In 4 or more sentences take a position about whether or not you think the MPAA ratings system should continue. Defend your position. Use an example from the video and/or article to defend your position?

6. Regardless of your position, suggest one thing that you would change (be specific and original).

Criteria: In order to get the maximum number of points you must include information for each task above. Here is how I will break down the points:

1. 2 point for favorite film and guessed rating
2. 1 point for outlining scenes/activities from the movie
3. 1 point for explaining your rating
4. 1 point for identifying the actual rating and identifying you were right or wrong
5. 4 points for taking a position, defending that position, defending through using an example.
6. 1 point for the change you would p=make to the MPAA rating system

Assignment: TV Assignment

Purpose: This assignment requires you to use critical thinking in order to understand the impact and relationship of TV on yourself and others in society. This assignment will be used for the Society, Culture and Politics assignment later in the semester. This assignment aligns with Learning Objectives 3, 4, 5, 6, and 7.

Task: First pick an episode from an episodic scripted series, not a movie or reality show. For this assignment, you need to watch AT LEAST 30 minutes of programming from traditional TV network (ABC, NBC, CBS, or Fox) or cable channel (AMC, FX, USA, etc.). Once complete answer the questions below.

1. What is the title of the show and the episode?
2. Identify what day, time, network or cable channel and the season/s of the show.
3. Did you watch it on traditional TV or through a streaming service? Identify the streaming service.
4. Is this show a one camera sitcom, drama, western, detective stories, soap operas/telenovela, or a primetime style show?
5. Identify and describe the program that you watched (program title, main characters, and plot).
6. Describe the target audience of this show and why this audience would watch this episode?
7. Based on your description of the target audience, describe what products would have worked best during this show?
8. Were there commercials, if so what type of commercials (gender specific products, vehicles, etc.)?
9. If possible, find a Nielsen rating for this show? If no ratings exists explain why there are no ratings available?
10. Based off the actual or chosen ratings do you think the products made a good choice in advertising on this program?

Criteria: In order to get the maximum number of points you must include information for each task above. You will receive 2 pts for completely answering each question with all information. You will lose 1 pt for each missing piece of information.

Assignment: Society, Culture & Politics Assignment

Purpose: This assignment will expand on your TV assignment. In this assignment you will use critical thinking to explore the paramount economic, legal/policy, ethical, political, diversity, and social effects issues facing mass media. This assignment aligns with Learning Objectives 3, 4, 5, 6, and 7.

Task: Go back to the episode you watched in your TV assignment. For this assignment, you need to watch the same 30 minutes or more of the program (ABC, NBC, CBS, FX, etc.). Once complete answer the questions below.

1. What is the age rating for this show (TV-Y, TV-Y7, TV-G, TV-PG, TV-14, TV-MA)?
2. What types of scenes/activities might one expect from a show with this rating?
3. Identify characters of ethnic/racial diversity, if any.
4. Identify characters with a religious faith or absence of religious faith, if any.
5. Identify characters of LGBTQ+ diversity, if any.
6. Identify any political messages; these can be jokes, statements, or direct copy of current news events, if any. For example in different episodes of season 4 of *Supergirl*, non-earth beings were used as a parallel for current news about immigrants.
7. Using the target audience from the TV assignment, do you think the audience watches due to one or more of the above

character identities, yes or no? Explain in 3 to 4 sentences.

8. Does the program reflect our society (meaning the show copies what is happening in society) or does society reflect the program (society is changing due to the shows depictions) ? Explain your answer in 3 to 4 sentences.

Criteria: In order to get the maximum number of points you must include information for each task above. You will receive 2pts for completely answering questions 1-6 with all required information. You will lose 1pts for each missing piece of information from questions 1-6. You will get up to 4 pts for a complete answer for questions 7 and 8.

Discussions: Weekly Discussions

Purpose: These discussion posts will help you work through the various weekly topics to better examine mass communications. These weekly discussions will help you critically think about mass communications and provide insight into your own consumption of the different types of mass media. These discussions should help you understand the mass media's impact on society as well as society's impact on mass media.

Task: First, make sure to read the discussion post and make sure you know what is required before you start answering questions or prompt. Then make sure to read or watch all material associated with a discussion question. You will use your writing skills to answer prompts or questions thoroughly and succinctly. Ensure your answers use examples and/or are backed by the materials provided in the discussion and/or CourseDen. If you need any clarification please email the instructor.

Criteria: Each post will be worth 15 points each. Here is how I will break down the points:

10 points for proper grammar and punctuation. 1 point deduction for each mistake.

10 points for a proper answer and complete discussion post. 1 point deduction for each missing or incorrect answer.

Schedule

Please see topic schedule in CourseDen. Make sure to check the Quizzes section under Assessments in CourseDen for all Quiz and Exam due dates. Please check the Assignments section under Assessments in CourseDen for all Assignment due dates.

All quizzes will open on the first day of class, but will close at 11: 59 am the Saturday following the chapter.

When	Topic	Notes
Exam 1 Week 5 CourseDen	Mass Media, Books, News Info, Newspapers, Magazines, Recordings	Exam 1 will open Monday September 7th at 12:00 a.m. and remain open until Saturday September 12th at 11:59 p.m. You will have 1 attempt to complete this exam. Once you open the Exam you will have 150 minutes (doubled if a Student Accommodation Report is provided) to complete the exam.
Exam 2 Week 11 CourseDen	Recordings, Radio, Movies, TV, Digital Media, Society Culture and Politics	Exam 2 will open Monday October 19th at 12:00 a.m. and remain open until Saturday October 24th at 11:59 p.m. You will have 1 attempt to complete this exam. Once you open the Exam you will have 150 minutes (doubled if a Student Accommodation Report is provided) to complete the exam.
Exam 3 Week 16 CourseDen	Law, Ethics, Global Media, Advertising, Public Relations	Exam 3 will open Monday November 22nd at 12:00 a.m. and remain open until Saturday November 28th at 11:59 p.m. You will have 1 attempt to complete this exam. Once you open the Exam you will have 150 minutes (doubled if a Student Accommodation Report is provided) to complete the exam.

* Course Policies and Resources

Attendance and Participation

I will not take attendance in this course; however, participation through the discussions will ensure you are moving through the course subject.

Late Work

If you anticipate missing a deadline, submit the assignment to me before it is due (uploaded/posted to Course Den). Any assignment turned in after its deadline will receive a 5-point deduction for each day (including weekends) that it is not turned in. I can and will accept work with approved documentation of extenuating circumstances (approved at the instructor's discretion) is provided. Please simply communicate at all times and as soon as possible to help mitigate missing assignments.

Extra Credit

This is fully at my discretion, but I am not a believer in giving extra credit. I may offer opportunities for campus events, as well as other assignments. Students should remain focused on completing their coursework and not dependent on extra credit at all.

🎯 College/School Policies

Mass Communications Degree Program Learning Outcomes

ACEJMC Professional Values and Competencies: The Bachelor of Science degree program in Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), and the Department is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The Department has adopted as its Mass Communications degree program learning outcomes ACEJMC's 12 professional values and competencies, known as 6 X 6 MASS COMM SUCCESS, that all graduates of an ACEJMC accredited program should be aware of and able to demonstrate as scholars and professionals in the discipline. For the detailed list of the ACEJMC professional values and competencies, see the [UWG Undergraduate Catalog \(https://catalog.westga.edu/preview_program.php?catoid=11&pooid=1991\)](https://catalog.westga.edu/preview_program.php?catoid=11&pooid=1991) or [ACEJMC - Standard 2. Curriculum and Instruction \(http://www.acejmc.org/policies-process/nine-standards/\)](http://www.acejmc.org/policies-process/nine-standards/).

6 X 6 MASS COMM SUCCESS

<p>6 X 6 MASS COMM SUCCESS https://www.westga.edu/academics/coss/mass-communications/assets/pics/6x6_MC_Success_Graphic.JPG</p> <p>(click to view image)</p>	<ol style="list-style-type: none">1. Freedom of Speech & Press2. History3. Diversity4. Global Impact5. Theory6. Ethics7. Think Critically & Creatively8. Research & Evaluate9. Write Effectively10. Self-Evaluate11. Apply Numbers & Statistics12. Apply Technology
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Film & Video Production Degree Program Learning Outcomes

Overview: The Bachelor of Science degree program in Film & Video Production is designed to train graduates in the field who are agile, adaptable, and able to employ their skills in an array of roles from entrepreneurial content producers to on-set film work, both above and below the line. It will provide students with a comprehensive understanding of the machinery at work behind media production and distribution, along with a set of tangible, marketable, and transferable skills for an array of positions within the infrastructure of film and content production. The FVP degree program learning outcomes include:

1. Demonstrate critical thinking, aesthetic awareness and technical proficiency in the production and assessment of audio-visual film work.
2. Understand all phases and roles of film production in order to help formulate career goals.

3. Understand the various potentials of film as both a commodity for a targeted audience, and an act of authorship and creative expression.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of cinema in a global society.

Institutional Policies

Academic Support

Accessibility Services: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services \(https://www.westga.edu/student-services/counseling/accessibility-services.php\)](https://www.westga.edu/student-services/counseling/accessibility-services.php).

Center for Academic Success: The [Center for Academic Success \(http://www.westga.edu/cas/\)](http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The [University Writing Center \(https://www.westga.edu/writing/\)](https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online \(https://uwgonline.westga.edu/\)](https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide \(http://uwgonline.westga.edu/online-student-guide.php\)](http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares \(http://www.westga.edu/UWGCares/\)](http://www.westga.edu/UWGCares/) site. [Online counseling \(https://www.westga.edu/student-services/counseling/index.php\)](https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate

others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook \(https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php\)](https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php> (<https://www.westga.edu/police/campus-carry.php>)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the [Counseling Center](#). Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in [Health Services](#). To report a concern anonymously, please go to [UWGcares](#).

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the [E.L.L. resource page](#) for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a

face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the [Student FAQ webpage](https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php) (<https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php>).