
Intro to Mass Communica

COMM-1307

Wintermester & Spring 2021 Section 300 (CRN: 22255) 3 Credits

Meeting Times

Course Description

Survey of basic content and structural elements of mass media and their functions and influences on society. Additionally, a study of mass media in the United States with emphasis on newspapers, magazines, radio, film, publishing, the internet and television; history of mass media and the business models that support them; and the role and responsibility of mass media in modern society.

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours. (A)

This section is a Blended Course and is offered thru the McKinney Campus. The majority of this course will be taught online and does require some on-campus commitments. To locate your course offered in Canvas, beginning the first day of class, please go to cougarweb.collin.edu and login. Click on the My Courses tab and click on your course listed in the My Courses channel. It will take you to your Canvas Course.

Contact Information

Associate Professor: Andrew F. Rosbury

Email:

Office: B-331

Phone:

Email is my preferred method of communication and I make it a priority to respond to emails with one hour of receipt.

Office hours are by appointment only as I share an office with other instructors at the Central Park Campus (McKinney). Please check with office administrative assistant if you need additional help or information.

Office location: B-342 (third floor, main building)

If you would like to request a virtual meeting using Zoom, please email me to arrange a day and time and I will provide the Zoom meeting link.

If you need additional support please contact my Associate Dean,

Course Resources

Supplies

Media & Culture: An Introduction to Mass Communication

Author: Richard Campbell (Author), Christopher Martin (Author), Bettina Fabos (Author)

Publisher: Bedford/St. Martin's

Edition: Twelve (12th)

ISBN: 978-1319102852

Availability: Campus Bookstore

* Course Policies

Minimum Student Skills or Technical Skills

You will need to have access to a computer that is able to use the internet. The capability to email attachments, to upload/download documents, to use common word processing programs, and to simultaneously work on multiple browser windows. Computer must have video and audio playback capabilities will essential for completion of online assignments.

Requirements for Participation in Online Discussion or Collaborative Activities

My goal is to create a FUN, engaging class environment. I want you to WANT to participate in the class. Beyond that, I want you to look forward to logging in! In order to create that type of environment, I need your help. I need you to participate in all class activities with a positive attitude. Being able to communicate effectively is one of the most important life skills to learn. Communication is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps) or non-verbally (body language, gestures, pitch of voice, and tone). All of these means of communication are essential Soft Skills that are vital for a successful career.

Disrespecting, attacking, trolling, or flaming behaviors will not be tolerated and will be reported to the Dean of Students office.

Students will receive credit for class activities simply through constructive participation. By constructive, I mean your participation should add to the value of the activity for both you and your classmates. For on-campus meetings, if you choose not to participate and distract yourself and others through text messaging, talking to other people while I'm talking, or another student is talking will result in the loss of the participation grade and a potential referral to the Dean of Students.

Audio of on-campus, face-to-face meetings will be recorded so as to be made available on Canvas for students who wish to listen to said audio of class meeting. Recorded audio will also help determine syncing and continuity for recorded video lectures. The instructor will announce at the beginning of each on-campus meeting that audio will be recorded through the visible presence of an audio recording device. Any student who does not wish to be recorded may ask the instructor not to record or stop recording, provided a reasonable explanation.

Arrive to class on time and ready to go. We have limited time in the classroom, so it is essential need to maximize our time spent together. Coming in late or unprepared will place you at a disadvantage and potentially delay the class for others.

Be respectful to the instructor and other students. The classroom is a professional setting shared by many people. Everyone is welcome to share his or her perspective and while it is OK to disagree, you must do so in a respectful manner. Disruptions, disrespectful language, and rude tones will not be tolerated. If you exhibit these behaviors, you will be warned once. If the behavior persists beyond the first warning you will be referred to the Dean of Students.

Keep an open mind. Some topics covered in the field of communication may challenge the way you see the world or include sensitive subject matter. I ask that you try to maintain an open mind during classroom discussions.

Seek help if you need it. If you are confused, need clarification, or additional help that is what I'm here for. Please do not hesitate to ask a question in class, e-mail your concerns, or make an appointment to speak with me face-to-face. Your success matters to me.

Guidelines for Off-Campus, Online Communication

Check your Cougarmail and Canvas regularly. All students receive a Cougarmail account they should check regularly for messages from instructors and the college. If you do not want to log-in to Cougarmail every day, I recommend having the messages forwarded to your personal e-mail account.

A Note on Electronics

Broadly, we are not wired to multitask well and using smartphones during class is no exception. Several studies have compared students who texted during a lecture versus those who did not. Those who texted frequently took lower quality notes, retained less information, and did worse on tests about the material (e.g. see Kuznekoff and Titsworth, and Rosen et al). Students themselves realize that cell phone usage does not promote learning; in one survey, 80% of students agreed that using a mobile phone in class decreases their ability to pay attention. What is worse is that mobile device usage is distracting to neighboring students.

In several surveys, students have reported that texting is distracting to nearby students. A study on laptops in a simulated classroom found that students in the vicinity of another student who was multitasking on a laptop during class scored worse on a test than those who were not near multitaskers. While cell phone screens are smaller – and thus perhaps less distracting – than a laptop, one could reasonably expect that a similar phenomenon of distraction applies to cell phones.

If you spend most of our class time together texting or looking down at your smartphone, I will make note of it and deduct points from your participation grade. Also, I am not going to stop what I am doing to repeat myself because you were too busy texting or interacting with your electronic device. If this policy is going to be problematic for you then I recommend dropping the class.

Protocols of Shared Responsibilities

To maximize learning, we will each uphold a set of shared responsibilities. As your instructor I promise to:

- Start and end lectures on time.
- Use a variety of approaches to make class more interesting for all of us and to help pursue our course goals. Welcome and encourage diverse perspectives on the topics discussed in class.
- Provide the class with information regarding the purpose of every class assignment, detailed directions for the assignment and information regarding how the assignment will be graded. You will also have the opportunity to ask any questions you have regarding the assignment.
- Provide grades for every assignment as promptly as possible.
- Provide you with information prior to quizzes concerning key areas to review.
- Make myself available to you by appointment for any additional assistance needed.

Attendance & Participation

I believe it is important to come to class. In the work world, excessive absenteeism is unacceptable. In modeling the real world, for a 16-week term that will be meeting once-a-week on an assigned basis, there are no absences allowed. After the first unexcused absence students will lose the entirety of their attendance/participation grade point balance (50 points) and while this will not have a negative effect on the overall grade calculation, there is no longer the comfort of additional grade points being available.

As an incentive to attend regularly, here is how the attendance/participation grade points factor into the final grade calculation:

0 absences = 50 points bonus

1 absence = no points earned

2 absences = grade of 0 entered

Additionally, for each 15 minutes or portion thereof, you arrive late or leave early, 10 points will be deducted from your participation grade. This grade cannot be recovered.

An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Collin-sponsored activity, or approved religious holiday - however, appropriate documentation (ie. a physician's return to school/work form, mortuary statement, field trip roster) must be provided within 48 hours post absence and must include full name of student and full name and contact information for attending physician.

Additionally, routine dental/doctor visits, elective medical procedures, family vacations, and court appearances, resulting from your own negligence, are not excused. Schedule accordingly. An unexcused absence or late arrival during a TED Talk discussion day will result in the grade of a 0 (zero) for the attendance & participation grade. This grade cannot be recovered, and I will not compromise.

Attendance records will be taken through the distribution of a student sign-in sheet. The sign-in sheet will circulate at the beginning of every class period and collected within the first 10 minutes of class. It is the student's responsibility to enter the class and immediately sign-in. After the first ten minutes of class the sign-in sheet will be taken away and any late arriving students will need to

Speak with the instructor after class to explain their tardiness and sign-in. The professor will also keep a written record of late arrivals to class. **After two late arrivals to class will result in the loss of the attendance & participation grade and the eventual penalty of a "0" for the attendance & participation grade. Do not arrive late. This grade cannot be recovered.**

If you choose not to participate and distract yourself and others through text messaging, talking to other people while I'm talking or while another student is talking will result in the loss of the participation grade and a possible referral to the Dean of Students.

Late Assignments and Assignment Extensions

Late work will not be accepted unless you and I have discussed the circumstances and have reached an agreement through email correspondence. Work that is not submitted by the established deadlines or by the revised deadline for an extension (which can be found in the course calendar and Canvas) will receive a zero. Students are always welcome to work ahead.

Additional time to complete an assignment **must be requested through email before the assignment due date**. I will grant you an extension, provided it is requested before the due date and you will have one week to complete the assignment. After one week (5 days) you will no longer receive credit for said assignment unless you and I have communicated about said extension and assignment. **Requests for extensions after the due date has passed will not be granted.** Ask before the due date, not after.

Consistent late arrivals to class as well as recurring absences will have an effect on the assignment extension policy for class. Once you have exceeded the allotted absences or arrived late to class five times, you will receive an email notifying you of said absences and recurring late arrivals and the assignment extension policy will be limited from five days to two days. Repeated class absences and late arrivals will ultimately lead to the assignment extension policy to be withheld. Please make it a point to arrive to class on-time and notify me of absences and do not exceed the number of absences allowed.

Netiquette Expectations

Always contact me with your CougarMail email account or through Canvas messaging. This marks the message as legitimate and not spam. It also gives the professor an idea of who's sending the message. Always use subject lines. When filling the subject line, make sure that you mention what the email is for or in regard to. Be polite and don't make demands, don't accuse, remember to write please and thank you. Be succinct. Keep your message short and to the point. Review your written assignments and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

The professor reserves the right to make changes or modifications, if necessary, to this syllabus. Any major changes or modifications will be provided to the students through email and made available in Canvas.

Course Communication

Students will receive all official communication from Collin College and this course through Cougarmail and the Canvas messaging system. It is the responsibility of all students to check their Cougarmail account on a regular basis.

Canvas Assignment Submission

Written instructions outlining the requirements for each assignment and submission method will be provided for all assignments during class and through Canvas. All assignments are required to be submitted in electronic format, such as a Microsoft Word document (.doc or .docx), PDF, or rich text file (.rtf) to receive credit. If you are using Google Docs I will need an accessible link, but I would prefer an exported PDF. If the link is not accessible you will not receive credit for the assignment if I cannot access it.

If you are using Apple computer products, please convert them to a universal format such as PDF. Do not submit a .pages file.

If you are using Google Docs please do not submit a link. Export your document to a PDF file and upload.

It is the responsibility of the student to make sure that assignments requiring electronic submission are in the correct format prior to submitting.

Files submitted in the wrong format that I am not able to access will not be accepted

✓ Method of Evaluation

Assignment/Evaluation	Points Possible
5 Cultural Intersection Analysis Assignments (online)	100 points (20 points each)
25 Video Viewing Assignments (online)	250 points (10 points each)
10 Textbook Chapter Quizzes (online)	100 points (10 points each)
10 Class Discussion Activities	100 points (10 points each)
Short Story Analysis I & II	100 points (50 points each)
Mid-Term Exam (in-class/online)	100 points
Final Exam (in-class/online)	100 points
TED Talk Exam (in-class/online)	50 points
Attendance & Participation	50 points
Course Total	950 total points possible

Description of Major Assignments

Cultural Intersection Analysis Assignment - students will engage in a combination of critical thinking and reflection on a selected topic in electronic media. This assignment will utilize a combination of reading and evaluation of video resources. This assignment is available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas. Available in Canvas and to be completed and submitted in Canvas.

Video Viewing Assignment - students will view a prerecorded video on a topic, textbook chapter or TED Talk and will complete the provided notes. The completed notes will be submitted for a completion grade assignment. Video Viewing Assignments, including TED Talks Viewing Assignments, will be due the by the end of the week for the week which is the topic scheduled. This assignment is available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas. Available in Canvas and to be completed and submitted in Canvas.

Textbook Chapter Quizzes - students will complete multiple choice quizzes which are based on content in the textbook. Chapter quizzes will be available and will be due the week in which the textbook chapter are scheduled. This assignment is available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas. Available in Canvas and to be completed and submitted in Canvas.

Class Discussion Activities - students will dialogue with one another in the Discussions section in Canvas on a selected topic in electronic media. Discussions will be available for one week. This assignment is available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas. Available in Canvas and to be completed and submitted in Canvas.

Shorty Story Analysis - students will engage in a combination of a reading assignment and response essay based on the assigned reading. This is a creative assignment and favors creative expression, but response essay should follow proper spelling and grammar protocols. This assignment is available in Canvas and are due on the date specified in Canvas and should be formatted and submitted in the protocols stated in Canvas. Available in Canvas and to be completed and submitted in Canvas.

Final Exam - students will complete a multiple choice exam based entirely on the instructor-based class lectures and content. This exam will not rely on the textbook. All questions will be based on concepts and ideas presented in the instructor-based lectures and content.

Final TED Talk Exam - students will complete a mixed method evaluation exam based on the terms and concepts from the scheduled TED Talk viewing assignments.

Grading System

Letter and Percentage Grade Scale

A: 90.0+ (855-950)

B: 80.0 - 89.9 (760-854)

C: 70.0 - 79.9 (665-759)

D: 60.0 - 69.9 (570-664)

F: Less than 60.0 (0-569)

Collin College does not use plus/minus grading, so there are only five possible grades for somebody who has completed a course. I always grade on a straight scale, with no rounding, as follows: Grades are recorded in the Canvas gradebook as percentages, reflecting the overall quality and depth of the student's knowledge and understanding of the assigned material. The actual point totals of any given assignment do not matter; a grade of 9 points out of 10 works out to be identical to 18 out of 20, 27 out of 30, 45 out of 50, or 90 out of 100, as each of these comes out as .900 or 90.0 percent.

Evaluation and Grades

It is the student's responsibility to keep up with their grades throughout the semester. All grades will be posted in the "Grades" section of Canvas, however the method of evaluation is provided in this syllabus so that students can calculate their grade without the need for the online grading system (students should NOT rely on the Canvas grade book as the only method of grade calculation). If at any time there is a grade discrepancy, the student must make an appointment to me (the professor) during office hours to discuss the matter.

Grades are earned based on the achievement and quality of submitted assignments, not given based on effort or need. Keep in mind that your grade in this course does not reflect your worth or potential as a person, but is rather a reflection of your performance in this course.

Please note

To protect your privacy rights, your professors will not speak to you about your grades or your performance through the course management system. If you wish to talk about your grades, you may visit the professor during office hours. Grades will only be communicated via the Canvas grade center or in a private discussion and will not be sent to you via email.

Grievances

Students are welcome to ask for clarification and/or express disagreement with any score they receive for a task or project. In order for a score to be re-evaluated by the professor, the student must allow a 48-hour grace period between receiving the score and addressing the problem with the professor. Once 48 hours has passed, the student must make an appointment with the professor during office hours to discuss the score and the student must put their questions and/or expressions of disagreement in writing. Student grades/performance will NEVER be discussed in the classroom.

Frequently Asked Questions Regarding Evaluation and Grading Protocols

Do I grade on spelling, grammar, organization, etc.?

No, I don't deduct a set number of points for each typo, misspelled word, or improperly organized sentence in your assignment (although this is something that I have strongly considered doing in the past). On the other hand, an assignment that is full of such mistakes is not likely to be effective at any level -- whether in an upper-division undergraduate course at Collin, in law/graduate/business school, or in a report or proposal for your eventual job after graduation. As a result, I will not go out of my

way to try to figure out what a student is trying to say if it is not obvious, any more than will a professor in law school when evaluating your work or the CEO of your company when evaluating your reports. If poor writing or organization, make it difficult for the reader (in this case me) to follow your line of argument in an assignment, you should never expect a professor or supervisor to struggle through your work and try to figure it out, and you should expect to receive a lower grade than a better-organized assignment would receive.

Do I award Incomplete (I) grades?

Requests for incompletes must be made through my Associate Division Dean.

Do I Grade with a Curve?

I do not use curved grading scales in grading individual assignments, multiple-choice Scantron-style tests, or in any other aspect in this class.

Do I "Round Up" in Grading? Do I Allow Extra Credit?

I do not round grades up on either individual assignments or final grades, so an 89.9 is still a B. It is amazing how some students believe that they are entitled to a higher grade. The next best thing, though, is that I offer students one chance to earn enough extra credit to simulate rounding through the attendance & participation grade. However, once all points have been entered into the gradebook in Canvas, the final grade percentage is the final grade for the class and will follow the grading scale provided.

There are no other opportunities to earn extra credit in my classes, so please do not ask.

"I'm taking other classes", "I have a test/exam/assignment/group project due in another class and I didn't have time to (fill in the blank)"

I've said to various students on more than one occasion: It does not hurt my feelings if my class is not your favorite. I am not trying to win a popularity contest. My focus is teaching a subject matter and encouraging learning and application. There are only so many hours in a day, and everyone needs to decide how they spend those hours. If my class is a low priority for you, it does not affect me, but you must accept the consequences of making that decision.

Here's an example: every semester I have students who fail the final exam because they didn't make it a priority to study for it. They studied for other exams and assumed that the final exams for this class would be easy. The consequence of that decision effected their final grade. That was their choice, not mine, and therefore their final grade in my class is their fault. I know you may not like reading this, but it's true. If my class is a low priority for you then you must accept the consequences of making that decision.

"I couldn't submit the assignment online, so here you go..."

All assignments need to be submitted through Canvas BEFORE THE ASSIGNMENT DEADLINE. Once the deadline passed, the window of time to submit the assignment has closed which means emailing me said assignment does not count as it has not been submitted through Canvas.

However,...

If you request an extension BEFORE the assignment due date, then you don't have to submit the assignment on Canvas as you have requested an extension and I know to expect the assignment via email.

Read this part carefully: if you get a zero for not submitting your assignment on-time in the way I have requested it to be submitted that is 100% your fault and I will not entertain excuses.

"Professor, the assignment that you gave me a zero on is affecting my grade in the class. It is even affecting my GPA."

Well...You EARNED a 0 because of your lack of work. Zeros are factored into your course grade as all other grades. Your course grade is factored into your GPA. So, the solution to this problem is complete and submit your work on time, as specified by the instructions and you will avoid getting zeroes on assignments not completed and submitted.

"I'm very unhappy with my grade.", "Is there anything I can do to (fill in the blank) ...", "Will you consider (fill in the blank) ...", "What can I do to improve my grade...."

I'd be unhappy too if my grade was not what I wanted or expected it to be, but I would also examine the choices I made this semester and consider if those choices are what lead to the current grade which I am unhappy with.

As for your grade in this class, all the due dates and protocols for how to complete and submit the assignments are available Canvas. If you asked for an extension and never submitted the work, then you get a zero for that assignment as I cannot grade something that I never receive. Did you ever ask me for assistance? You could have met with me after class rather than being the first one out the door and you could have emailed me anytime, but you didn't. Why not? The means by which you could have improved your standing in the class were available to you and you didn't take advantage of them. I do not think there is anything left for me to say other than your success was and remains your responsibility.

"But what about my future (fill in the blank)?", "But I'm transferring to (fill in the blank) ..."

LOL, ah yes, I always love the guilt-tripping about how a certain grade in my class will ruin your academic careers, chances of getting into your dream school, dream program, etc. No, your COLLECTIVE ACADEMIC RECORD will be the one ruining those things, not just your grade in my one class. On another note, problems with cause and effect are real. A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). One cause can have several effects. So when you choose not to attend class, to wait until the last minute to complete and submit assignments or not submit the assignments at all or in the correct format, to not make my class a priority, all of those choices are causes which will have effects and those effects will not be my fault. They will be your fault for making the choices which lead to the initial cause.

Course Calendar

Part I: Background and Context for Mass Communication

Week One

Discussion 00: Let's Communication available. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, January 19th

Let's Talk about This Class (Syllabus Review)

Group A reports to campus

Thursday, January 21st

Let's Talk about Major Assignments and using Canvas

Group B reports to campus

Canvas Completion Assignments:

- Canvas Orientation Quiz
- Syllabus and Class Policy Agreement

Week Two

Canvas Completion Assignments:

- Chapter 01 Quiz: Mass Communication: A Critical Approach due Monday, January 25th by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Discussion 01: Perceptions and Conceptions of Communication please participate by Monday, February 1st by 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, January 26th

What is Mass Communication?

Group B reports to Campus

Thursday, January 28th

Major Concepts in Mass Communication Part I

Group A reports to Campus

Week Three

Canvas Completion Assignments:

- Chapter 02 Quiz: The Internet, Digital Media, and Media Convergence due **Monday, February 1st by 11:59 pm**. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Discussion 02: Major Concepts and Conceptions **please participate by Monday, February 8th by 11:59 pm**. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, February 2nd

Major Concepts in Mass Communication Part II

Group A reports to campus

Thursday, February 4th

Major Concepts in Mass Communication Part III

Group B reports to campus

Part II: History and Discussion of Mass Media

Week Four

Canvas Completion Assignments:

- Discussion 03: Peterson and Kelly TED Talks **please participate by Monday, February 15th by 11:59 pm**. Discussions can be found in the "Discussions" section of Canvas.
- Cultural Intersection Analysis I: Media = Real Life due **Monday, February 15th 11:59 pm**. Assignment is available in the "Modules" section. Please submit on Canvas via assignment submission link.

Tuesday, February 9th

TED Talk: David Peterson: Why language is humanity's greatest invention

Group B reports to campus

Thursday, February 11th

TED Talk: Kevin Kelly: Technology's epic story

Group A reports to campus

Week Five

Canvas Completion Assignments:

- Chapter 10 Quiz: Books and the Power of Print due **Monday, February 15th by 11:59 pm**. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.

Tuesday, February 16th

Let's Talk About Chapter 10: Books and the Power of Print

Group A reports to campus

Thursday, February 18th

TED Talk Viewing Assignment: Lisa Bu: How books can open your mind

Group B reports to campus

Week Six

Canvas Completion Assignments:

- Chapter 08 Quiz: Newspapers due Monday, February 22nd by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Chapter 09 Quiz: Magazines in the Age of Specialization due Monday, February 22nd by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Discussion 04 & 05: All About Print Media please participate by Monday, March 1st by 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, February 23rd

Let's Talk About Chapter 08 - Newspapers: The Rise and Decline of Modern Journalism

Group B reports to campus

Thursday, February 25th

Let's Talk about Chapter 09 - Magazines in the Age of Specialization

Group A reports to campus

Week Seven

Canvas Completion Assignments:

- Chapter 05 Quiz: Popular Radio and the Origins of Broadcasting due Monday, March 1st by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Chapter 07 Quiz: Movies and the Impact of Images due Monday, March 1st by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the 'Quizzes' section in Canvas.
- Discussion 06: Changes in Dominant Media please participate by Monday, March 8th by 11:59 pm. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, March 2nd

Let's Talk About Chapter 07 - Movies and the Impact of Images

Group A reports to campus

Thursday, March 4th

Let's Talk About Chapter 05 - Popular Radio and the Origins of Broadcasting

Group B reports to campus

Week Eight

Spring Break

March 8th to March 12th

Week Nine

Canvas Completion Assignments:

- Chapter 03, 06 and 13 due Monday, March 15th by 11:59 pm. Quizzes are timed for 30 minutes each and can be completed in the

'Quizzes' section in Canvas.

- Cultural Intersection Analysis Assignment II: Swipe Left: Dating Apps Have Killed Romance **due by Monday, March 15th by 11:59 pm**. Assignment is available in the "Modules" section. Please submit on Canvas via assignment submission link.
- Discussion 07: Visual Media in Perspective **please participate by Monday, March 22nd by 11:59 pm**. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, March 16th

Let's Talk About Chapter 06 - Television and Cable: The Power of Visual Culture

Group B reports to campus

Thursday, March 18th

Let's Talk about Chapter 03 & Chapter 02 - Digital Gaming and the Media Playground, The Internet

Group A reports to campus

Week Ten

Tuesday, March 23rd

Group A Mid-Term Exam (on-campus) scantrons and pencils will be provided

Thursday, March 25th

Group B Mid-Term Exam (on-campus) scantrons and pencils will be provided

Part III: Mass-Mediated Culture in the Information Age

Week Eleven

Canvas Completion Assignments:

- Discussion 08: Klein and McWhorter TED Talks **please participate by Monday, April 5th by 11:59 pm**. Discussions can be found in the "Discussions" section of Canvas.

Tuesday, March 30th

TED Talk: Jonathan Klein: Photos that changed the world

Group B reports to campus

Thursday, April 1st

TED Talk: John McWhorter: Txtng is killing language. JK!!!

Group A reports to campus

Week Twelve

Tuesday, April 6th

Let's Talk About Media Effects

Group A reports to campus

Thursday, April 8th

Let's Talk about Agenda Setting Theory

Group B reports to campus

Week Thirteen

Canvas Completion Assignments:

- Short Story Analysis I due Monday, April 12th by 11:59 pm. Assignment is available in the “Modules” section. Please submit on Canvas via assignment submission link.

Tuesday, April 13th

Let's talk about Cultivation Theory Part I

Group B reports to campus

Thursday, April 15th

Let's Talk about Cultivation Theory Part II

Group A reports to campus

Week Fourteen

Canvas Completion Assignments:

- Cultural Intersection Analysis III: Are Ebooks Helpful or Harmful? due Monday, April 19th by 11:59 pm. Assignment is available in the “Modules” section. Please submit on Canvas via assignment submission link.

Tuesday, April 20th

Let's Talk about Neil Postman's Technopoly

Group A reports to campus

Thursday, April 22nd

Let's talk about Thomas De Zengotita's Mediated

Group B reports to campus

Week Fifteen

Canvas Completion Assignments:

- Cultural Intersection Analysis IV: Mediated due Monday, April 26th by 11:59 pm. Please submit on Canvas via assignment submission link.
- Discussion 09: Technopoly and Mediated please participate by Monday, April 26th by 11:59 pm. Discussions can be found in the “Discussions” section of Canvas.

Tuesday, April 27th

TED Talk Viewing Assignment: Sherry Turkle: Alone Together

Group B reports to campus

Thursday, April 29th

TED Talk Viewing Assignment: TED Talk Viewing Assignment: Adam Alter: Why our screens make us less happy

Group A reports to campus

Week Fifteen

Tuesday, May 4th

TED Talk Viewing Assignment: Kashmir Hill and Surya Mattu: Why your smart devices know (and share) about you

Group A reports to campus

Thursday, May 6th

TED Talk Viewing Assignment: Janelle Shane: The danger of AI is weirder than you think

Group B reports to campus

Week Sixteen

Canvas Completion Assignments:

- Cultural Intersection Analysis V: Good Riddance to Mainstream Media **due Monday, May 10th by 11:59 pm**. Assignment is available in the "Modules" section. Please submit on Canvas via assignment submission link.
- Short Story Analysis II **due Monday, May 10th by 11:59 pm**. Assignment is available in the "Modules" section. Please submit on Canvas via assignment submission link.
- Discussion 10: Final Considerations of Mass Communication **please participate by Monday, May 10th by 11:59 pm**. Discussions can be found in the "Discussions" section of Canvas.

Final Exam

Tuesday, May 11th

10:00 am - 12 noon

Two options available:

On-Campus: scantrons and pencils provided

Online: Respondus LockDown Browser required

Student Learning Outcomes

Upon successful completion of this course, students will: 1. Demonstrate understanding of the fundamental types, purposes, and relevance of mass communication. 2. Demonstrate understanding of mass media in historic, economic, political, and cultural realms. 3. Demonstrate understanding of the business aspects of mass media and the influence of commercialism. 4. Demonstrate understanding of evolving media technologies and relevant issues and trends. 5. Demonstrate understanding of mass media values, ethics, laws, and industry guidelines. 6. Demonstrate understanding of globalization of mass media. 7. Demonstrate understanding of media effects on society.

Upon successful completion of this course, students will: 1. Detail the history of entertainment and information media, discussing their development and evolution. 2. Describe the economic concerns that support and shape media product. 3. Describe organizational models behind the business of each medium. 4. Identify socio-political-cultural influences that shape media production. 5. Identify the roles media industries perform in contemporary entertainment and information culture. 6. Describe the responsibilities of mass media as defined by government, underwriters, and consumers.

Institutional Policies

Collin College has a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity. For more information about Collin College's mission, vision, and core values, please go to <https://www.collin.edu/aboutus/missioncorevalues.html> (<https://www.collin.edu/aboutus/missioncorevalues.html>).

All policies, guidelines, and procedures in the [Collin College Catalog](http://www.collin.edu/academics/catalog.html) (<http://www.collin.edu/academics/catalog.html>), [Collin College Board Policies](https://pol.tasb.org/Home/Index/304) (<https://pol.tasb.org/Home/Index/304>), and the [Collin College Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>) are applicable to this course.

Americans with Disabilities Act

Collin College provides reasonable accommodations, in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, to afford equal educational opportunities to all people. Students requesting accommodations under this provision should contact Collin College's Accommodations at Collin College for Equal Support

Services (ACCESS) Office. For more information, go to <https://www.collin.edu/studentresources/disabilityservices/index.html> (<https://www.collin.edu/studentresources/disabilityservices/index.html>).

Scholastic Dishonesty

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one or more of the following acts.

General Scholastic Dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; falsifying academic records; using annotated texts or teachers' editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation or patchwriting. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source must be indicated by the student.

Cheating is the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including, but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, the faculty member is requested to delay posting a grade for the academic work in question until the case is final. A student found responsible for a scholastic dishonesty offense(s) will receive an appropriate disciplinary penalty or penalties from the Dean of Students Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty, which may range from a grade of zero (0) on the assignment to failing the course.

To view the Board policies associated with this section, go to [http://pol.tasb.org/Policy/Download/304?filename=FLB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/304?filename=FLB(LOCAL).pdf) ([http://pol.tasb.org/Policy/Download/304?filename=FLB\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/304?filename=FLB(LOCAL).pdf))

Academic Etiquette and the College Experience

Students and professors at Collin College share a responsibility to promote, develop, and maintain a positive learning environment. Students are expected to show respect to other students and professors at all times. For more information regarding academic etiquette and the college experience, specifically student academic success and seeking out resources, disruptive use of electronic devices, and tardiness and absences, please refer to the [Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>).

Institutional Deadlines

The Census Date is the 12th class day in a regular 16-week semester, or the fourth (4th) class day in a short summer semester. The census date varies for mini-semesters and express classes. Students are required to attend class prior to the census date. For more information, go to <https://www.collin.edu/gettingstarted/register/census%20dates.html> (<https://www.collin.edu/gettingstarted/register/census%20dates.html>).

Students may withdraw from a course(s) with a grade of “W” through the end of the eighth (8th) class week during a regular 16-week semester, through Tuesday of the third (3rd) week of classes in a short 5-week summer term, and through Thursday of the fifth (5th) week of classes in a long 10-week summer term. Withdrawals will appear on the student’s official transcript, but have no effect on his or her grade point average (GPA). Contact the admissions area in the Student and Enrollment Services Office for withdrawal deadlines for other terms.

Prior to initiating a withdrawal, students should contact their professor(s) and/or an academic advisor. Withdrawal from Collin College must be initiated by the student. Students who discontinue class attendance and do not officially withdraw will receive a performance grade for the course(s). Students who need to withdraw from a class(es) may do so online or in person in the Student and Enrollment Services Office at any campus. For more information and withdrawal dates, please go to <https://www.collin.edu/gettingstarted/register/withdrawal.html> (<https://www.collin.edu/gettingstarted/register/withdrawal.html>).

Additional Support

Collin College is dedicated to providing information and support to students. Please click on the following links for more information and to learn about support the College offers: [Mental Health Resources \(Counseling\)](https://www.collin.edu/studentresources/counseling/index.html) (<https://www.collin.edu/studentresources/counseling/index.html>), [Strategies of Behavioral Intervention \(SOBI\)](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>), [Financial Aid and Veteran Benefits](https://www.collin.edu/gettingstarted/financialaid/) (<https://www.collin.edu/gettingstarted/financialaid/>), Anthony Peterson Center for Academic Assistance ([Writing Centers](http://www.collin.edu/studentresources/writingcenter/index.html) (<http://www.collin.edu/studentresources/writingcenter/index.html>) and [Math Labs](http://www.collin.edu/studentresources/mathlab/index.html) (<http://www.collin.edu/studentresources/mathlab/index.html>)) and [Family Educational Rights and Privacy Act \(FERPA\)](https://www.collin.edu/gettingstarted/register/ferpa.html) (<https://www.collin.edu/gettingstarted/register/ferpa.html>).

For any other College Academic Policies, please also refer to the [Student Handbook](http://www.collin.edu/studentresources/personal/studenthandbook.html) (<http://www.collin.edu/studentresources/personal/studenthandbook.html>).

Additional Items

Criminal Background Notice

If your program requires a criminal background check, your placement in a required clinical site, cooperative, practicum, internship, and/or licensure/certification opportunity may be impacted. If you have any questions or concerns, please contact your program director and check with your licensing/certifying entity, if any, to determine your status.

Web, Blended or Hybrid Class Information

The Spring 2021 semester has been and will continue to be influenced by COVID-19, so here’s how this class is going to meet for the on-campus, face-to-face meetings.

As of Monday, June 29th, 2020, masks are required on all public spaces on the college’s campuses including classrooms.

50% of the class will occur in face-to-face, on-campus meetings and 50% will occur online through the Canvas LMS.

There are two on-campus meetings per week: Tuesday and Thursday.

The class will be divided into two groups. Group A and Group B. There is no difference between the groups and A is not better than B nor is B lesser than A. The two groups will alternate on which days they come for the on-campus meetings. What that means is you need to plan to be on-campus at least one day a week. I will coordinate which group needs to be on-campus on which day. Here’s an example:

Week One

Tuesday

Group A attends the on-campus class

Group B does not come to campus, watches a pre-recorded video lecture of the same content and completes the notes and interacts with one another on a discussion forum to discuss the subject.

Thursday

Group B attends the on-campus class

Group A does not come to campus, watches a pre-recorded video lecture of the same content and completes the notes and interacts with one another on a discussion forum to discuss the subject.

Week Two

Tuesday

Group B attends the on-campus class

Group A watches a prerecorded video lecture of the same content and completes the notes and interacts with one another on a discussion forum to discuss the subject.

Thursday

Group A attends the on-campus class

Group B watches a prerecorded video lecture of the same content and completes the notes and interacts with one another on a discussion forum to discuss the subject.

I will sort enrolled students in an alphabetical descending order so the first name on the roster will be assigned to Group A, the second name on the roster will be assigned to Group B. Please do not email me requesting a change of groups because your best friend, brother, sister, boyfriend, girlfriend, cousin or whoever is in the opposite group. If you don't like this then I do apologize, but the safety and security of the students who are enrolled in the class and who are attending the college takes priority over less serious wants, such as being in the same group as any of the above mentioned.

I will post a reminder of group campus assignments on the Monday of each week. It will be your responsibility to know which day of the week you will be attending class. If you come to campus on a day that you are not assigned, I will politely ask you to leave the classroom to be respectful towards your peers.

Here's the fine print

The day you are scheduled to be on-campus is the day you need to be there. I will not be negotiating with you about why you cannot come to Group B's class when you're assigned to Group A or if you can switch from Group B to Group A for whatever reason. The days that the groups will come to class will rotate, so plan your schedule around. The point of having different groups of students coming to campus on different days of the week is to limit the spread of COVID-19 and for me to allow any student to come to campus on a different day than their group meets is placing other students at risk. It's also not fair to the students who are following directions and maintaining protocol. More simply put, I will not be bending my own rules, much less breaking them, just because you think I should. So please don't ask because the answer will be no. Save yourself the hassle.

Here's how it ties into your grade

Since we're only, technically, meeting once-a-week, you will have one absence. If you have a situation in which you cannot come to class, then you will have one day in which you do not have to come to class on the day you've been assigned to be on-campus. However and there is always a 'however' in this sort of situation: after your one absence has been used, if you miss another class and have not communicated with me about why you will be missing and if your reason for missing class is not directly related to a medical emergency, a family situation or related to work/employment, then your second absence will come at the expense of your attendance grade.

Here is why I do this

Even though our daily activities have changed because of COVID-19, cultivating professional habits such as arriving on-time, promptness and personal responsibility have not gone out of style. I refuse to encourage or allow any sort of habits or conduct that do not contribute to future professionalism. Late arrivals to class will be a problem as it is disrespectful to the students who arrived to class on-time and it is disrespectful to the professor who is leading the class through a curriculum designed to educate

those who have paid for the class and desire to be taught. Education is an investment and while you can use the “I paid for the class, I can do what I want” I would counter-argue your point that while yes, you are paying for the class, you are also paying for me to teach you the subject matter and I take my job seriously and I will be evaluating your performance and dedication to learning the content and if you would rather not attend class, despite the fact that you paid to be there, then your lack of attendance is a reflection of how you view your investment in your own education and it will not be my fault if your final grade in the class is not the one you wanted.

Additional Instructor Student Learning Outcomes