INSTRUCTOR’S NAME: Mr. Jason Daniel

CONTACT INFORMATION: Jason.daniel@hawks.huntingdon.edu

COURSE DESCRIPTION: This course focuses on the impact of the mass media on society, including television, radio, print journalism, and the Internet. Emphasis on the development of television, radio, and print journalism in society, the way society uses them, and how the Internet has emerged as a powerful medium. Students will focus on elements such as news, entertainment, and other functions of the media.

This course is an exploration of the mass media and their role in society. The historical development, characteristics, functions and responsibilities of the mass communications industries, and the interrelationships among the media are studied.

PREREQUISITE: None

TEXT REQUIRED:

COURSE LEARNING OUTCOMES:
The major goals to be achieved by students taking Media and Society include cognitive goals (academic or intellectual objectives) and affective goals (personal goals involving your feelings and behavior). By the end of the course, you should be able to:

Cognitive Goals
1. Define terminology common to mass media communications.
2. Identify, analyze, and understand the functions, impact and effects of the mass communications media in America.
3. Comprehend the development and history of the mass media in America.
4. Understand and identify ethical and legal considerations concerning the management and operation of various mass media.
5. Comprehend the theoretical aspects of the communication process.
6. Explain the essential job skills required by the various media.

Affective Goals
1. Develop a positive attitude and understanding of various media.
2. Appreciate how the media is able to instantly inform allowing for fast assimilation of information.
3. Developing an awareness of how various media can manipulate information allowing for certain data to be omitted when desired.
4. Appreciate that our understanding and tolerance of interpretation of information has changed over the years.

**COURSE ASSIGNMENTS & GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Grading Elements</th>
<th>Percentage:</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Exams (2 @ 20% each)</td>
<td>40%</td>
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<tr>
<td>Media and Culture Paper</td>
<td>15%</td>
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<tr>
<td>Media Literacy Skill Paper/Presentation</td>
<td>15%</td>
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<tr>
<td>Viral Video Paper</td>
<td>10%</td>
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<tr>
<td>Media and Stereotypes Paper</td>
<td>10%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
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**GRADE POINT EQUIVALENTS**

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 00%-59%

**ATTENDANCE POLICY:**

**Absences and Tardiness – All students are required to attend the first session.**

Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation – Attendance is simply being present in the classroom but does not require the student to do anything. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion. Your participation grade will be calculated based on the contributions you make in class as well as the completion of any in-class activities or assignments. Your grade will be lowered if you come in late, leave early or miss class.**

**Late Assignments – No shows fail the assignment.** It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.
Late assignments will only be accepted in documented cases of emergencies or illness. Please be sure to have your assignment on the first day of class. Order your book early enough so that you have it to do your assignments on time.

**Accommodation of Special Needs** – Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

**Medical Considerations** - If you have a medical condition that may preclude participation in this course or any aspect of this course, the College suggests you consult your physician. The College will work with you based upon physician recommendations to find the best means to address any concerns.

**Title IX Statement** - Huntingdon faculty are committed to supporting students and upholding the College's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the College the faculty member MUST report to the college's Title IX Coordinator what you share. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may refer to Huntingdon's Sexual Misconduct Policy at [http://www.huntingdon.edu/student-life/student-service/misconduct](http://www.huntingdon.edu/student-life/student-service/misconduct). You do not have to go through the experience alone.

**Academic Honesty** – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

**GRADED COURSE ASSIGNMENTS:**

**Media and Culture Paper** – (Due Week 1) – After reading the first two chapters in the text, write a 2-3 page paper discussing how media serves as a “cultural storyteller” by focusing specifically on one important event or issue and describing how the media dealt with it. Be sure to give the details of the event or issue, describe the media coverage of the event or issue and give your opinion as to how the media shaped our opinions on the event or issue. Be sure to use at least 3 outside sources to back up your points and
attach a works cited list to the paper.

**Media Literary Skill Paper/Presentation** – (Due Week 2) – Read the sections in Chapters 4 and 5 entitled “Developing Media Literary Skills.” Choose ONE of the two topics (either agenda setting or the power of graphics) and find an example in past or present magazines or newspapers that illustrates the concept. For example, you could find a newspaper article that you felt was very important that was actually “buried” in the back of a newspaper to illustrate the power of agenda setting. For this assignment, you should write 1-2 pages explaining your example and describing how it illustrates the literacy skill you have chosen (agenda setting or graphics). You should attach a copy of the article or graphics to the paper. Finally, be prepared to briefly explain your example to your classmates. Your presentation should be between 3-5 minutes.

**Viral Video Paper** – (Due Week 4) – After reading Chapter 10, write a 2-3 page paper explaining how viral videos have the power to make people popular or destroy their reputations. Focus on one example to illustrate your points and be sure to use at least three outside sources to back up your ideas. Be sure to give the details of the video, where and when it was posted and the controversy or attention that surrounded it. The example could relate to politics, popular culture or business. Be sure to attach a works cited list to your paper.

**Media and Stereotypes Paper** – (Due Week 5) – After reading the section of how the media can foster gender, ethnic and racial stereotypes, write a 1-2 page paper discussing a movie or television show that you feel presents stereotypes of a particular group of people. It can be a recent tv or movie or something from the distant past. Be sure to use at least two outside sources to back up your points and to give clear examples.

**Exams** (During weeks 3 & 5) – The two exams will cover lectures, readings, and in-class activities. The exams are designed to evaluate your ability to (1) recall and define basic course concepts, (2) apply course principles to scenarios provided, and (3) critically compare ideas and be able to distinguish among them. Exams will be a combination of multiple choice, matching, true/false, and matching questions. Some questions will come from the readings that we don’t cover in class. Although the exams are not cumulative, you may need to review theories or concepts form earlier in the course – knowledge of this information may influence your ability to answer particular questions.

**Guidelines for writing papers** – All papers should be typed, double-spaced in 12-point font with 1” margins on all sides. A header should indicate your full name and page number at the top right corner of each page (e.g., “Jane Student 1”). All papers and references must adhere to APA style 5th edition. For assistance on using APA format, please view the APA style crib sheet at http://www.docstyles.com/archive/apacrib.pdf. Your papers should integrate specific terminology from the textbook and supplemental readings where appropriate. Finally, you need introduction and conclusion paragraphs, probably three paragraphs in the body of the paper, but that will differ somewhat depending on the content of your particular paper and the specific assignment. Poor grammar, spelling, punctuation, and proofreading will negatively affect your grades. So, write well and proofread to earn above average points. All papers must be printed and brought to class to turn-in in person. No e-mailed papers will be accepted.

**TENTATIVE CLASS SCHEDULE:**

**Week 1:** Laying the Groundwork for understanding Media
Reading Assignment: Stanley (2013) chapters 1-2
Writing Assignment: Media and Culture Paper

**Week 2:** Media Industries and Audiences I
Reading Assignment: Stanley (2013) chapters 3-5
Writing Assignment: Media Literary Skill Paper/Presentation

**Week 3:** Media Industries and Audiences II
Reading Assignment: Stanley (2013) chapters 6-8

Exam 1 over chapters 1-6

**Week 4:** Media Industries and Audiences III
Reading Assignment: Stanley (2013) chapters 9-10
Writing Assignment: Viral Video Paper

**Week 5:** Mass-mediated Culture in the Information Age
Reading Assignment: Stanley (2013) chapters 13-15
Writing Assignment: Stereotypes Paper

Exam 2 over chapters 7-10 & 13-15