2014

123-01 Introduction to Communication and the Media

Gwyneth Mellinger

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COMM 123 – INTRODUCTION TO COMMUNICATION AND THE MEDIA
SPRING 2014
11:30 A.M. TO 12:45 P.M. TUES/THURS

Instructor: Dr. Gwyneth Mellinger
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Phone/e-mail: 745-2956 / mellinger@xavier.edu
Office Hours: 9 a.m. to 11 a.m. TTh (also by appointment)

COURSE OBJECTIVES:

This introductory course will acquaint students with the human communication process and the media that make mass communication possible. The class will cover most print, electronic, digital, and hybrid media and examine the effects of media and media institutions on individuals and society. The class discussions, activities, and readings will explore the historical, social, political, cultural, legal, and economic aspects of the communication process and the industries that evolved around them.

At the conclusion of this course, students will be able to:

• Identify key functions of human communication and the mass media.
• Describe the social and economic history of the mass media.
• Analyze the mass media’s role in the modern communication process.
• Critique the media’s impact on human relationships and on democracy.
• Describe the interrelationship between media and culture.

REQUIRED READINGS/VIEWINGS:


(Additional readings and videos may be posted on the class Canvas site.)

CLASS STRUCTURE:

This course consists of four units. Students should plan to read assigned chapters prior to the week in which we will explore the material in class. Class meetings will be devoted to discussion and activities focused on concepts from the reading and from students’ observations of the media. As such, we also will take time for students’ mini-presentations on news about the media and relevant media content that they have discovered on their own. Most weeks we also will take individual and team quizzes.

CLASS ATTENDANCE/PARTICIPATION:

In a class such as this, in which participation contributes to the learning process for all students, attendance is necessary. As such, attendance will be taken at the beginning of each class period and students will receive five attendance points for each time they are present when roll is taken. In a large class like this one, the instructor will not be able to continually adjust the roll to accommodate late arrivals.

There is only one way to earn these points: Be on time and be present when roll is taken.

This policy is not meant to penalize but to reward. The conscientious student who comes down with the flu, decides to take a day off from class, or must travel for an athletic event will not be
hurt by this policy. For information about the university policy on attendance, please see the University Catalog.

**TESTS/QUIZZES:**

We will take regular quizzes and unit tests, with the last unit test scheduled for the final exam period, which is 10:30 a.m. to 12:20 p.m. Tuesday, May 6.

Most Thursdays students will take the weekly quiz individually, then will retake the same quiz in small groups. We’ll then average the two quiz grades together.

Students will be divided into groups of three or four to facilitate teamwork on the weekly quizzes. We will reconfigure the teams after the fifth quiz to allow students to collaborate with others in the class.

Individual quizzes and exams will be seated and proctored. All electronic devices, including earpieces and Internet-enabled wristwatches, will be stored in bags or backpacks and will not be accessible during testing. Once quizzes and exams are distributed, students may not leave the room and return to resume the test.

All students are expected to takes quizzes and exams at the scheduled times. As a general rule, makeup and early quizzes and exams will not be given. Students who must miss class to participate in a university-sponsored activity, including athletic competition, will be allowed to take the quiz or exam prior to the absence. Students who anticipate missing a quiz or test because of a university-sponsored activity are responsible for making all necessary arrangements with the professor at least one week before the absence.

Students who must miss a quiz or test because of illness or a family emergency, including a funeral, must notify the professor prior to the absence or as soon as possible, and provide documentation. Accommodations for the missed quiz or test will depend on the circumstances; only in the most extraordinary circumstances will makeups be scheduled retroactively.

No early or makeup quizzes or tests will be given to accommodate discretionary travel. For example, students should consult the syllabus before purchasing airline tickets to travel during breaks and should advise their parents of dates when travel means missing a quiz or exam.

Bottom line: Early and makeup quizzes and exams will be rare, and the decision to grant them is the professor’s. Fairness and the equitable treatment of all students in the class will be the guiding principles in making such determinations.

**MINI-PRESENTATIONS:**

Students will also be assigned to one of four “mini-presentation” rosters. Most weeks, each student in a designated group will write a two-page paper on a topic related to the week’s assigned chapter – either a news item about the media or a media example that illustrates a concept discussed in the reading. In the paper students will explain the artifact’s relevance to the week’s reading and to the class as a whole. This assignment should be uploaded to the Canvas site as a Word document. It should be double-spaced and include both formal documentation and links to any Web resources. A rubric will be provided.

The papers must be uploaded to the assignment link on Canvas by 8 a.m. on the due date. Late papers will not be accepted.

Some students will be selected each week to share their items with the class. When called upon, students must be prepared to present the relevant item using classroom technology and
summarize its significance. Students must be in class to present; any videos should consume no more than two minutes. The entire presentation should take five minutes. A combined rubric for the paper and presentation will be provided.

**Canvas:**

We will use the course Canvas site for the grade book, announcements, and submission of mini-presentation papers. Please set your notification preferences in Canvas. You will be responsible for all notifications sent through the course Canvas site, including information about assignment changes and class cancellations.

The syllabus is archived on the Canvas site and also may be viewed there.

**Use of Electronics:**

In contrast to some other courses, your electronic devices are not banned here (except during exams, as noted above). In fact, during many regular class sessions, we will use our phones, laptops, and tablets to look up answers to questions or resolve disagreements that arise during discussions. That said, please do not use these devices for social communication during class.

An illustration will clarify this distinction: “With freedom comes responsibility.” Had you heard those words during a class discussion and wondered about their origin, you might have performed an Internet search and learned that this quotation is attributed to Eleanor Roosevelt. That would be an appropriate in-class use of a smart phone; texting a friend during class to share this bit of wisdom would not.

**Et Cetera:**

In order to ensure the fair and equitable treatment of all students, there will be no "extra credit" opportunities available in this class. All students will have the same opportunity to succeed in this course and will be governed by the same syllabus.

Please come see me at some point in the semester, even if you are not facing challenges in the class. I am deeply interested in your thoughts about the media, your coursework, your academic experience in college, your interest in internships and community service, and so forth. Just as access to faculty is one of the reasons you are attending Xavier and not a large state institution, the opportunity to know my students is a reason I am teaching at Xavier and not a large state institution.

**Academic Integrity:**

Honesty is a foundational requirement in a community of scholars committed to learning and discovery. The university’s policy in this area, which is found in the online University Catalog, will guide us:

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation.
All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

**ACCOMMODATIONS:**

If you are a student with a disability who requires academic accommodations, you must register with Disability Services in the Learning Assistance Center before accommodations can be implemented. The first step to coordinate reasonable accommodations is to contact the Learning Assistance Center (745-3280) in the Conaton Learning Commons, Suite 514, to schedule an appointment. Then, you will need to meet with me to discuss your accommodations for this course. (This statement was prepared by the LAC staff.)

If you are certified to receive extra time on quizzes and tests, or you require a note taker or other assistance in the classroom, please see me the first week of class.

**GRADING:**

This percentage scale will be used to assign letter grades on students’ final point totals:

<table>
<thead>
<tr>
<th>Points (Class/Exam)</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 - 100 A</td>
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<tr>
<td>90 - 93 A-</td>
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<td>87 - 89 B+</td>
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<td>63 - 66 D</td>
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<tr>
<td>60 - 62 D-</td>
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The points determining the final grade will be derived from the following:

- Four unit exams (100 points each) = 400
- Ten quizzes (10 points each) = 100
- Three mini-presentations (40 points each) = 120
- Attendance/participation (5 points/class) = 145 (estimate)

To allow some flexibility, the professor reserves the right to reduce the number of points available by, for example, cancelling a quiz.

**TENTATIVE CLASS SCHEDULE:**

Please listen in class and monitor the announcements on Canvas for any changes in the following course calendar, including the addition of readings and videos. This tentative class schedule will allow students to plan for recurring deadlines, quizzes, and exams, though it is possible that those dates may change slightly.
UNIT ONE
Mass Communication, the Internet & Digital Media

Week 1: Jan. 14 & 16

• Course introduction
• Review for practice quiz by focusing on pp. 36-7 and main concepts in Chapter 16

Week 2: Jan. 21 & 23

• Read Chapter 2, “The Internet, Digital Media, and Media Convergence,” pp. 43-73
• Group 1 mini-presentation deadline (8 a.m. Jan. 21)
• Quiz 1: Review for graded quiz by focusing on pp. 74-5

Week 3: Jan. 28 & 30

• Read Chapter 13, “Media Economics & the Global Marketplace,” pp. 449-77
• Group 2 mini-presentation deadline (8 a.m. Jan 28)
• Quiz 2: Review for quiz by focusing on pp. 478-9

Week 4: Feb. 4 & 6

• Read Chapter 3, “Digital Gaming and the Media Playground,” pp. 77-111
• Group 3 mini-presentation deadline (8 a.m. Feb. 4)
• Unit I exam

UNIT TWO
Sounds and Images

Week 5: Feb 11 & 13

• Review exam
• Read Chapter 4, “Sound Recording and Popular Music,” pp. 119-51
• Group 4 mini-presentation deadline (8 a.m. Feb. 11)
• Quiz 3: Review for quiz by focusing on pp. 152-3

Week 6: Feb. 18 & 20

• Read Chapter 5, “Popular Radio and the Origins of Broadcasting,” pp. 155-89; Chapter 16, pp. 565-73 only
• Group 1 mini-presentation deadline (8 a.m. Feb. 18)
• Quiz 4: Review for quiz by focusing on pp. 190-1 and relevant concepts in the Chapter 16 reading

Week 7: Feb. 25 & 27

• Group 2 deadline (8 a.m. Feb. 25)
• Quiz 5: Review for quiz by focusing on pp. 234-5
Spring Break: No class March 4 & 6

Week 8: March 11 & 13

- Read Chapter 7, “Movies and the Impact of Images,” pp. 237-67; Chapter 16, pp. 561-5 only
- Unit II exam

UNIT THREE
Words and Pictures

Week 9: March 18 & 20

- Review exam
- Read Chapter 8, “Newspapers: The Rise and Decline of Modern Journalism,” pp. 275-309
- Group 3 mini-presentation deadline (8 a.m. March 18)
- Quiz 6: Review for quiz by focusing on pp. 310-11

Week 10: March 25 & 27

- Read Chapter 9, “Magazines in the Age of Specialization,” pp. 313-41
- Group 4 mini-presentation deadline (8 a.m. March 25)
- Quiz 7: Review for quiz by focusing on pp. 342-3

Week 11: April 1 & 3

- Read Chapter 10, “Books and the Power of Print,” pp. 345-73
- Group 1 mini-presentation deadline (8 a.m. April 1)
- Unit III exam

UNIT FOUR
Advertising, PR and Media Effects

Week 12: April 8 & 10

- Review exam
- Read Chapter 14, “The Culture of Journalism: Values, Ethics, and Democracy,” pp. 485-515
- Group 2 mini-presentation deadline (8 a.m. April 8)
- Quiz 8: Prepare for quiz by focusing on pp. 516-7

Week 13: April 15

- Review exam
- Read Chapter 11, Advertising and Commercial Culture, pp. 381-415
- Easter Holiday: No class on April 17
Week 14: April 22 & 24

• Group 3 mini-presentation deadline (8 a.m. April 22)
• Continue work on Chapter 11
• Quiz 9: Prepare for quiz by focusing on pp. 416-7

Week 15: April 29 & May 1

• Read Chapter 12, “Public Relations and Framing the Message,” pp. 419-45
• Group 4 mini-presentation deadline (8 a.m. April 29)
• Quiz 10: Prepare for quiz by focusing on pp. 446-7

Final Exam Period: 10:30 a.m. to 12:20 p.m. Tuesday, May 6

ROSTERS FOR MINI-PRESENTATION DEADLINES

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
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<tbody>
<tr>
<td>Alexander</td>
<td>Arndt</td>
<td>Asher</td>
<td>Batiste</td>
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<tr>
<td>Birckhead</td>
<td>Burke</td>
<td>Cunningham</td>
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<td>Denman</td>
<td>Douaire</td>
<td>Farhat</td>
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<td>Gladstone</td>
<td>Green</td>
<td>XXX</td>
<td>Hengelbrok</td>
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<td>Larkin</td>
<td>Lazar</td>
<td>Lynch</td>
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<tr>
<td>McGuire-Krueger</td>
<td>Miller</td>
<td>Mills</td>
<td>Mootz</td>
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<td>Neri</td>
<td>O’Neill</td>
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<tr>
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<td>Ryczek</td>
<td>Schafer</td>
<td>Self</td>
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<tr>
<td>Silva</td>
<td>Stadthagen</td>
<td>Sylvain</td>
<td>Tosheff</td>
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<tr>
<td>Wallace</td>
<td>Ward</td>
<td>Whaley</td>
<td>Williams</td>
</tr>
</tbody>
</table>

QUIZ TEAM ROSTERS

FIRST 5 QUIZZES:

1. Alexander Arndt Asher Batiste
2. Birckhead Tosheff Cunningham Curtis
3. Dailey Denman Douaire Farhat
4. Gladstone Green McGuire-Krueger Hengelbrok
5. Jach Larkin Lazar Lynch
6. Miller Mills Mootz Mullenix
7. Burke Neri O’Neill Pota
8. Roberts Ryczek Schafer Self
9. Silva Stadthagen Sylvain Wallace
10. Ward Whaley Williams

SECOND 5 QUIZZES:

1. Alexander Arndt Asher Batiste
2. Birckhead Tosheff Cunningham Curtis
3. Dailey Denman Douaire Farhat
4. Gladstone Green McGuire-Krueger Hengelbrok
5. Jach Larkin Lazar Lynch
6. Miller Mills Mootz Mullenix
7. Burke Neri O’Neill Pota
8. Roberts Ryczek Schafer Self
9. Silva Stadthagen Sylvain Wallace
10. Ward Whaley Burke
COMM 123: Intro to Communication & Media
Mini-Presentation Rubric

_____ of 40 points

TOPIC: _____ of 5 points

• Is the topic relevant to the week’s reading assignment?
• Does the topic have clear relevance to media and communication?
• Is the topic current? Is the media article or artifact less than one year old? If historical, is the topic clearly related to the current state of media and communication?
• If presented, does the presenter make clear to the audience why the topic is appropriate for this assignment?

THE PAPER: _____ of 20 points

• Is the paper at least two FULL pages and no more than three pages in length (standard Word margins, 12-point Times or Times New Roman, double-spaced)?
• Is the paper well-written? Has it been proofread? Is it free of mechanical errors?
• Does the introduction make the topic’s relevance clear and offer a focused thesis statement?
• Does the paper thoroughly and clearly discuss the topic and its relevance to media & communication?
• Does the paper offer a distinct conclusion?

DOCUMENTATION: _____ of 5 points

• Does the paper include a bibliography that contains a full citation for each source AND the url for any online source?
• Is borrowed material correctly acknowledged within the body of the paper?
• Are paraphrase and direct quotation performed correctly?

PRESENTATION: _____ of 10 points

• Was the student in class to present when called upon? (-10 if the student’s absence is unexcused)
• Does the presenter offer a clear statement of the topic’s relevance?
• Does the presenter clearly describe the article or artifact?
• Does the presenter include visuals that enhance the presentation or clarify the topic?
• Does the presenter speak clearly and display a professional demeanor when speaking before the class?