Intro to Mass Communications  COMM-1154

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

Instructor: Patrick Hadley, Ph.D.

Email: phadley@westga.edu
Office: (100% online)
Phone: 404-919-7349 (Google Voice/Text)

Office Hours

Monday, Wednesday, Friday, 10:00 AM to 11:00 AM
Tuesday, Thursday, 2:00 PM to 3:00 PM

All office hours are online. Online sessions are available at other times by appointment.

Meeting Times

No mandatory synchronous meetings. Optional virtual sessions using Google Meet or Zoom can be arranged, as needed.

Materials

Media/Impact: An Introduction to Mass Media

Author: Biagi, Shirley
Publisher: CENGAGE Learning
Edition: 12th (2017)
Availability: UWG Bookstore and other providers such as Chegg.com

Outcomes

- Students will understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around
• Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications (ACEJMC SLO2)
• Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications (ACEJMC SLO3)
• Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society (ACEJMC SLO4)
• Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (ACEJMC SLO6)
• Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work (ACEJMC SLO8)
• Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve (ACEJMC SLO9)
• Students will apply basic numerical and statistical concepts (ACEJMC SLO11)

Criteria

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<td>Orientation Module Discussion Post</td>
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<td>Chapter Article Summary Posts And Replies (CASPAR)</td>
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<td>Report</td>
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<td>Media Usage Diary Blog Post</td>
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Breakdown

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<td>D</td>
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Assignments

Orientation Module Discussion Post

Please access the Orientation Discussion in the Discussions Area in CourseDen

• Please click ‘Start a New Thread’ to start your discussion. (You will ‘Reply’ to classmates’ threads in later modules, but are not required to do so in this module.)
• Next, enter a subject for your discussion, such as ‘My Introduction - [Your Name].’
• Then enter your message, providing information describing your hometown, your major and interests in school, why you’re taking this class, your career plans, hobbies, and the like.
• Finally, click “Post” and your Discussion should be visible.

Deadline: Friday, August 13 @ noon

Orientation Module Quiz

Before you start the Orientation Quiz, you should print and read, in detail, this Course Syllabus and the Weekly Schedule (which you will find in the Orientation Module). These documents contain the information that you will need to complete the Orientation Quiz.

IMPORTANT: This is the only quiz for which you have unlimited attempts (until the deadline).

Deadline: Friday, August 13 at noon

Chapter Quizzes

A chapter quiz for each chapter is included in CourseDen in the Quizzes area (under the Assessments tab). The quizzes are drawn from the content in the Biagi textbook for that chapter. You will have three attempts to complete each chapter quiz, with your highest score as the one that will be recorded for grading purposes. You will have a total of 30 minutes to complete the quiz once you begin.

Quizzes will not be reopened after the deadline without documentation of unanticipated emergency circumstances outside your control (e.g., medical emergency). NOTE: Oversleeping, forgetting, or overlooked changes to work schedules do not fit this description.

If you have an emergency, please e-mail me AND leave a message and contact number at 404-919-7349.

Chapter Article Summary Posts And Replies (CASPAR)

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

1. Create a new post with a title that is relevant to your topic. For example, in the Newspaper chapter, you might use the title "Update on Sale of Washington Post" if you were summarizing an article updating the impact of the sale of that paper to Jeff Bezos of Amazon.
2. Describe the topic/company/person in the textbook chapter that is of interest to you and explain why you have this interest (25 - 50 words)
3. Summarize the article that you found online about your topic/issue/person. (30 - 50 words)
4. Highlight one point from or about the article that you think is the Most Important Point (MIP) for your classmates to know (15 - 40 words)
5. Insert a clickable hyperlink to the article in your summary so that others can easily find the original article. (NOTE: The hyperlink should be to anchor text that is part of your summary, rather than a long URL that is separate from the text -- see below.)
6. Reply to one of your classmates’ posts that interests you and describe briefly:
   1. (a) why the issue/company/person interests you, and
   2. (b) whether you agree or disagree with the Most Important Point (MIP) that was identified, and explain why. (25 - 40 words)

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

Report: Media Usage Diary Blog Post

Media are part of our everyday lives; most of us are "saturated" in media. This assignment will allow you to be creative in recording your media usage for an 18-hour period and creating a blog post where you describe that usage, adding hyperlinks, photos, and videos to help illustrate your story. You will post the URL to your blog in a designated Discussion area, giving the instructor and your classmates access to the report you created. Further details will be distributed on CourseDen early in the semester.
This is the link to access the Course Schedule for this term. The schedule contains deadlines for required readings, CASPAR posts, chapter quizzes, and the Media Usage Diary Blog Post. You will need to access this schedule, along with the syllabus, on the first day of class to complete the Orientation Quiz and the Orientation Discussion Post. Make sure to coordinate the Course Schedule with your personal schedule to make sure you keep up with all assignments during the very compressed nature of this term.

All assignments will be available at least one week before the deadline. The expectation is that you will work on assignments for each chapter throughout the week. Extensions will only be considered with documentation demonstrating an extended, unexpected medical or related crisis outside your control making you unable to engage in academic work over the week before the assignment was due. In short, it is in your best interest to get an early start on the assignments for each week to avoid last-minute scheduling conflicts.

For all situations that do not meet the conditions listed above, the late policy below applies:

- There will be NO extensions granted for missed quizzes.
- CASPAR assignments posted after the deadline will receive a 50% reduction in score if posted by 11:59 pm on the same day as the missed deadline. Any CASPAR post submitted after 11:59 pm on the deadline day will receive a zero grade.
- Media Usage Diary Blog Posts submitted after the deadline will receive a 50% reduction in score if posted by 11:59 pm on the same day as the missed deadline. Media Usage Diary Blog Posts submitted after 11:59 pm on the deadline day will receive a zero grade.

Mission

Fair, just, and productive societies require the free flow of news, information, and ideas from communicators of knowledge, skill, and integrity who reflect the diversity of the people they serve. Therefore, the School of Communication, Film, and Media strives to provide high quality academic and experiential learning opportunities to prepare students for successful integration into the global community as industry professionals, leaders, and thinkers in the fields of convergence journalism, digital media and telecommunication, film and video production, and public relations.

Vision

The School of Communication, Film, and Media is committed to empowering students to communicate clearly, act responsibly, think critically, and understand context(s) to enhance their personal, civic, academic, and professional lives, facilitating active participation in an evolving and increasingly diverse society.

Strategic Priorities

Invested Teaching

To inspire and equip students to discover their personal, intellectual, and professional potential through personalized teaching, academic coaching, and career mentoring.

Experiential Learning

To offer students early and on-going multiple and diverse hands-on learning to develop and enhance personal, intellectual, and professional growth.

Connectedness

To serve as the hub that connects and cultivates partnerships among key stakeholders to enhance personal, intellectual, and professional growth. Key stakeholders include administrators, faculty, staff, students, alumni, industry, community, and friends.
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 School is committed to preparing students with the requisite knowledge and skills to be successful in the media and communications industries after graduation. The School 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 or ACEJMC - Standard 2. Curriculum and Instruction.

6 X 6 MASS COMM SUCCESS

1. Freedom of Speech & Press
2. History
3. Diversity
4. Global Impact
5. Theory
6. Ethics
7. Think Critically & Creatively
8. Research & Evaluate
9. Write Effectively
10. Self-Evaluate
11. Apply Numbers & Statistics
12. Apply Technology

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/) 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/) 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/) 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).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (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 visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

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#

You may also visit our website for help with USG Guidance: 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

The health and safety of our students, faculty, and staff remain the University of West Georgia’s top priority.

For the most recent information on coronavirus disease (COVID-19) visit:

- Georgia Department of Public Health (https://dph.georgia.gov/)