

JOUR 201 SURVEY OF MASS COMMUNICATIONS

Mondays and Wednesdays, 2:30 p.m.-3:45 p.m., Coliseum 3001

Instructor: Dr. Carol J. Pardun

Office Hours: Mondays and Wednesdays 9 a.m. -11 a.m. (or drop by; I'm in my office a lot!)

parudunc@mailbox.sc.edu

What You Should Expect to Learn from this Class

This class (ideally taken at the very beginning of your major courses) will help to give you the big picture of what the field of mass communications is all about. It will help you see the relationship between advertising and journalism. It will help you discover that the role of “new technology” has been an issue since (at least!) the invention of the telegraph. It will help you understand how the media that we consume can impact our daily lives. And, if you're an SJMC student, I hope the course will affirm your decision to major in journalism, ad/pr or visual communications. If you're not a major, I hope the course will help you understand that no matter what major you do choose, you'll be a better student if you understand the role media play in our society.

In the School of Journalism and Mass Communications, we have six over-arching learning outcomes we want you to achieve before you graduate. This course focuses on the third learning outcome: diversity. Broadly defined, this learning outcome states “**Every graduate of the School of Journalism and Mass Communications will understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.**”

You'll have lots of opportunities to demonstrate your growing competence in this learning outcome. I hope you learn lots and have fun along the way.

Required Materials

Sterin, C.J. (2012). *Mass Media Revolution*. Allyn & Bacon: Boston.

(If you prefer to buy the electronic version, that's fine.) We'll go through the entire book so owning your own copy will be helpful.

IClicker (available at the bookstore if you don't already have one). We will use the clicker often in class so please bring it with you every time you come to class. You'll need it to participate in many of the in-class assignments as well as to document your attendance (and participation).

Commitment to regularly check Blackboard. The only email I will use to contact you is the one registered with Blackboard, so please double check that you know which email that is.

How to Demonstrate What You're Learning

- ∂ **Two Exams and a Final.** These three exams will deal with the specifics of what we talk about in class as well as the material in the textbook. The priority of “Do I need to know this for the test?” is:
 - **Did you read it in the book and did we talk about it in class?**
 - Did we talk about it in class, but it's not specifically in the book?
 - Is the information in the book, but we never got to it in class? (In these rare cases, I will point out the section of the book that would be helpful to study.)

The final exam will be cumulative, but will focus on information from Chapters 10-16. While this kind of course requires that you know some basic facts and figures, I will try to put those in context for you so you understand why you need to know them. The tests will be a combination of short answers and short essays. If you'd prefer to write a paper as a substitute for the first or second test, that is a possibility. Let me know at least one week before the test. You can only make this substitution once.

Do you have testing anxiety? Do you have other issues that put you at a testing disadvantage? If so, please see the student disability office and get the appropriate paperwork signed before the test.

Also, please note that the final exam will be given at the official final examination time, which for this class is April 30 at 2 p.m. Please make your vacation plans accordingly.

- ∂ **In-Class Assignments.** Throughout the semester, you'll have the opportunity to complete “in-class assignments.” These could range from answering some questions via IClicker to writing a short essay (really short!) about a topic that has been discussed in class to responding to something in the text. These will be unannounced and there will be **no opportunity for make up**. There are 12 class periods where we will do in-class assignments. I'll throw out the lowest two assignments (which can be either because you missed a class or from a low grade) so you'll end up with 10 gradable in-class assignments. I'll average the 10 grades into one “in-class assignment” grade. Grading for these assignments will be relatively forgiving. Because you'll have two “extra” opportunities and these won't be given in every class period, there will be no “excused” absences for these in-class assignments.
- ∂ **Public Lecture Reflection Paper.** For this assignment, you'll need to attend two different public lectures at least one week apart from each other. The lectures must be sponsored by the university and must have something to do with the media (broadly defined). You'll attend the lecture, take notes during the lecture and then write a reflection paper discussing what you have learned. (Details for this assignment will be posted in Blackboard.)
- ∂ **Attendance.** I do not like to take attendance. However, research shows that students who attend class regularly and actively engage in the class tend to do better than those who do not. So here's my compromise. I think you should come to class and get involved. I will do my best to make it worth your time. Still, research indicates that there will be students in the class who are committed to indifference—and will demonstrate this by

either skipping class or coming, but not paying attention (often demonstrated by checking his or her Facebook status, writing emails, shopping online, etc.) If you find yourself in that category—and there is nothing I can do to change your mind—that’s your choice, of course. All I ask is that you don’t disrupt the learning environment for those who do want to participate.

How to Figure Out Your Grade

In-Class Assignments	20%
Exam 1 (chapters 1-3)	15%
Exam 2 (Chapters 4-9)	20%
Final exam	25%
Reflection Paper	20%

A:	92-100
B+:	86-91
B:	79-85
C+:	71-78
C:	64-70
D:	50-63
F:	Below 50

You can take whatever grades you get on your assignments or exams and plug them into the chart below. Multiply by the weight, and then add up the numbers to find your final grade. In **very rare** circumstances, I may round up based on your participation in class.

	Numerical Grade	Weight	Weighted Value (Multiply the numerical equivalent by the weight)
Exam 1		.15	
Exam 2		.20	
In-Class Assignments		.20	
Reflection Paper		.20	
Final Exam		.25	
Total Score		100	

What Does a Grade Mean?

While grades mean different things to different people, here is how I identify the meaning of a letter grade. (Notice that a “C” does not mean failing; a “C” is average and meets expectations.)

A. Work of **distinctly superior** quality and quantity accompanied by **unusual** evidence of achievement.

- B. Work of good quality and quantity accompanied by evidence of achievement **beyond** the essentials of a course.
- C. Work demonstrating fulfillment of the essentials of a course.**
- D. Passing work, but below the standards of graduation quality. You would need to repeat the course to fulfill your JOUR 201 requirement.
- F. Failure, necessitating repetition of the course to obtain credit.

Important Issues

Family Education Rights and Privacy Act (FERPA)

In general, under [FERPA](#) I am not permitted to disclose your academic progress to anyone not allowed to receive such information. Thus I cannot discuss your academic progress, grades, etc., over the phone or via email. Unless you have signed the permission form and it is filed in the student services office (Room 4001, Carolina Coliseum), I can't discuss your grades with your parents. All such discussions must be in person.

Academic Misconduct and the Carolinian Creed

As you know, as a member of the Carolina Community, you have agreed to adhere to the Carolinian Code. Being honest in class, truthful in your homework, and ethical throughout the semester is critical. I will report **all** questionable issues to the office of Academic Integrity. If you haven't taken a look at the creed in awhile, here it is: <http://www.sa.sc.edu/creed/>

Obviously, cheating on tests is a form of academic integrity abuse. So is plagiarism. But here are some other issues to consider:

- If you bring a classmate's IClicker to class to register your friend, that is a form of lying.
- If you attend one public lecture to count in two classes—without first getting the permission of both professors—that is considered dishonest and would be an abuse that I would report.
- If you fail to accurately cite another's ideas, that is dishonest.
- This is only a partial list. If you have any questions about what constitutes academic dishonestly, please ask! "Not knowing" is not a valid defense.

Reasonable Accommodation for Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College, Room 112A. All accommodations must be approved through the Office of Student Disability Services.

Diversity

In order to learn, we must be open to the views of people different from ourselves. In this class, as we talk about the media, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. The world of media—including those who labor within the industry, is a diverse community. Therefore, it is important that we foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

Class Schedule

Date (Mondays and Wednesdays, 2:30-3:45 p.m.)	Class Schedule	Helpful Information	Reading Assignment Due Dates
Monday, January 9	Introductory Lecture		Start reading!
Wednesday, January 11			Chapter 1, Introduction
Monday, January 16	MLK Day	No Class	
Wednesday, January 18	Hint: This will be your first "in class" assignment.	Double Hint: Do the assessment and you're on your way to full credit for your first "in class assignment"!	Assessment
Monday, January 23			Chapter 2, A Brief History
Wednesday, January 25			Chapter 2, The Dawning of the Digital Age
Monday, January 30		Today is the deadline for letting me know if you want to write a paper instead of taking the first test.	Chapter 3, Stages of Technological Innovation & Effects of Technology
Wednesday, February 1			Chapter 3, Life or Death of Printed Word
Monday, February 6	Exam #1: Chapters 1-3	Bring a pen! (Or maybe two!)	
Wednesday, February 8			Chapter 4: Print
Monday, February 13			Chapter 4 (continued)

Wednesday, February 15			Chapter 5: Music and Radio
Monday, February 20			Chapter 6: Film and Television
Wednesday, February 22			Chapter 6 (continued)
Monday, February 27			Chapter 7: New Media
Wednesday, February 29			Chapter 8: Advertising and PR
Monday March 5 and & Wednesday 7	No Class	Phew! You deserve a break.	No Class, spring break
Monday, March 12			Chapter 8: Continued
Wednesday, March 14		Today is the deadline for letting me know if you want to write a paper instead of taking the second exam.	Chapter 9: Media Industry
Monday, March 19			Chapter 9: (Continued)
Wednesday, March 21	Exam #2	Similar to the first one, but a little longer.	Exam #2
Monday, March 26			Chapter 10: Media Bias
Wednesday, March 28			Chapter 11: Law and Ethics
Monday, April 2			Chapter 11 (Cont.)
Wednesday, April 4			Chapter 12: Photography
Monday, April 9			Chapter 13: Journalism and Digital Issues
Wednesday, April 11	Reflection Papers Due today! Typed, error free, elegant use of the language.		Chapter 14: Global Issues
Monday, April 16			Chapter 15: Diversity
Wednesday, April 18			Chapter 16: Working in the Industry
Monday, April 23			Wrapping Up
Final Exam, Monday, April 30, 2:00			