

Course Outline

COURSE: JOUR 10

DIVISION: 10

ALSO LISTED AS: SOC 10

TERM EFFECTIVE: Summer 2020

CURRICULUM APPROVAL DATE: 05/12/2020

SHORT TITLE: MASS MEDIA & SOCIETY

LONG TITLE: Mass Media and Society

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course helps students understand the 20th century revolution in mass media by focusing on the history, economics and social impact of the newspaper, book publishing, magazine, film, television, public relations, advertising and music industries. Students will study audience, propaganda and mass communication theory; and discuss new technology, ethnic media in the United States, ethical issues and attempts to regulate or control the media. Honors students will complete more in-depth analysis of media issues and will finish a media-related research project. This course is also listed as SOC 10. This course has the option of a letter grade or pass/no pass. (C-ID: JOUR 100)

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Students will write and discuss the evolution of American media and how media currently operate, and evaluate the relative benefit or harm of media trends in the students' lifetimes.
2. Students will evaluate the social, political, and cultural impact of media.
3. Students will explain how changes in technology affect the communication process and the exchange of information.
4. Students will apply the following critical thinking skills: comparing and contrasting media and their impact, analyzing news for facts or opinions, applying inductive and deductive reasoning to news materials, evaluating conclusions based upon facts and tests of hypothesis, analyzing cause and effect relationships as they relate to media, detecting persuasion techniques used by the media, identifying bias, stereotyping and spin-doctoring in media and proposing safeguards.
5. Students will articulate and employ an understanding of the First Amendment protections and responsibilities.
6. Students will critically examine their own use of media and the influence of media upon their lives.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/12/2020

- 1 3 Personal vs. mass communication; audience dynamics; critical approaches and analyses.
- 2 3 Book publishing as mass medium, as an industry;
print vs. digital delivery systems
- 3 3 Newspaper history, publishing as mass medium, as an industry, consolidation, economics
- 4 3 Magazine industry, history, economics, cultural impacts,
transition to digital
- 5 3 Film and movie history, impact on culture, business models, politics
- 6 3 Development of sound recording; national, cultural and social impacts
- 7 3 Radio industry,
history, competition, consolidation, cultural and social impacts
- 8 3 Broadcast television industry, history, competition, consolidation, decline; cable history, channels,
history, competition,
consolidation
- 9 3 Internet, digital media, convergence; digital divide; network neutrality; national/global issues
- 10 3 Digital gaming, social, cultural impact and issues
- 11 3 Journalism, culture,
values, ethics and democracy
- 12 6 Advertising and commercial culture; public relations and message framing
- 13 3 Media effects, cultural approaches and theories
- 14 3 First Amendment in practice, legal
controls, individual and press freedoms/responsibilities
- 15 3 Media ownership, media economics, ethics, social responsibility, the global marketplace

16 6 Final exam review, final exam

BRIEF

DESCRIPTION OF HONORS SECTION OF THIS COURSE:

Students enrolling in the honors section of Mass Media and Society will have the opportunity to create and produce a public relations campaign on a social, environmental, or cultural issue of their choice. Projects with college or local impact will be encouraged.

ADDITIONAL/ADVANCED COMPONENTS TO BE COVERED IN HONORS SECTION:

Besides learning

about the theory of media influence, students will measure the impact in practice.

Students will learn about the public relations messages.

Students will learn how to do the research required to produce

an effective public relations campaign.

Students will discuss the ethics of public relations as it relates to message and medium.

Students will work collaboratively to test and develop their

messages and materials.

Every week there will be reading assignments in addition to the possible other assignments shown here.

Week 1

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Observations of communications in process. Analysis of multiple media and defining channels of communication, begin first step of personal media log.

Week 2

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Learn history of first mass medium; define personal use of books, media survey discussing impactful books, censored books; demographics; comparative analysis printed and digital books.

Week 3

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Learn library database tools for term paper. Analysis of national and global underreported news stories in broadcast or daily newspaper. Analysis and critique of local and metro newspapers.

Week 4

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Complete and submit four part media log graphing media messages, self-selected and broadcast; actions during media fast; interview and report on activities of non-using media subject, reflection on media messaging, personal use, anticipated changes. Analysis and critique of multiple magazines.

Week 5

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.Students review, analyze and critique movies for cultural, social, gender and violence issues.

Week 6

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Students review, analyze and critique local radio broadcasting and discuss legal, ethical and cultural issues about the sound recording industry.

Week 7

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Students review, analyze and critique broadcast television and cable programming.

Week 8

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Midterm.

Overview of internet history, cultural, historical, social issues; commercial, academic, military evolution.

Week 9

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Students review, analyze, critique Internet issues, digital media, convergence, digital divide, network neutrality. Students review, analysis and critique digital gaming and create socially impactful game alternatives to video games.

Week 10

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Students develop alternate news

portals by applying journalistic, cultural and digital tools to create new media tools designed to appeal to younger readers.

Week 11

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Students review, analyze and critique advertising methods and create 30-second spots using six advertising target styles. Students review, analyze and critique public relations persuasion methods and create framing techniques for six cultural issues.

Week 12

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Students analyze six different cultural media effects/approaches and create case studies for class discussion and review.

Week 13

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Students review, analyze and critique First Amendment rights and responsibilities, determine personal and ethical predicaments.

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Week 14

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Students review, analyze and discuss legal controls and freedoms of expression, gag orders, shield laws, privacy; students explore differing media expressions in print, broadcast and online.

Week 15

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Students review, analyze and review media economics, the business of mass media, hegemony and the impact on democracy, media consolidation and media convergence.

Week 16

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Course review, final exam review; final exam..

ADDITIONAL MEETINGS OUTSIDE OF CLASS HOURS REQUIRED FOR HONORS

STUDENTS:

At least four out of

class meetings will be held before the ninth week of the semester to identify common interests and allow students to plan their work. Other "meetings" may be held in cyberspace.

ADDITIONAL ACTIVITIES,

READING, WRITING, AND SPECIAL PROJECT REQUIRED IN HONORS SECTION OF THIS COURSE:

Students will research public service issues of interest to them, using traditional and electronic sources. Students

will distinguish between legal and extralegal, ethical and unethical public relations methods. Students will develop a written plan for their campaigns. Students will target an audience, produce a budget, and develop a timeline. Students will find ways to "present" their public relations campaigns on campus on in the municipality of their choice. Students will measure and evaluate the effectiveness of their campaign.

COURSE OBJECTIVES:

At the conclusion of this course the student will be able to understand and use the following:

1. be able to demonstrate understanding of the historical role

of technological development in mass communications; students will be able to clearly explain the differences between personal and mass communication; students will demonstrate understanding of four functions of mass communication.

2. Students will be able to discuss a half dozen different kinds of mass media

audiences; students will demonstrate understanding of basic demographic concerns that drive mass media decision

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makers. Students will identify a dozen factors conditioning individual response to the media.

3. Students will demonstrate understanding of

six different theories of audience response to communications; students will demonstrate

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understanding of three ways audiences affect media; students will reflect critically upon the influence of media in their own lives; students will evaluate the need for an assertive media in a democratic society.

4. Students will demonstrate knowledge of the four periods of newspaper

publishing in US history; students will demonstrate understanding of the newspaper industry in this century; students will demonstrate understanding of current US media ownership; students will examine their local newspaper as a case study of changes in media. Students will demonstrate understanding of how newspapers function and of the roles of several key employees at a typical paper.

Students will demonstrate understanding of the functioning of a daily newsroom; students will demonstrate understanding of differing issues facing weeklies and dailies; students will be able to discuss a half dozen challenges facing the newspaper industry.

5. Students will show knowledge of basic newspapering terminology, news value and news judgment. Students will demonstrate understanding of the difference between facts and opinion; students will apply inductive and deductive reasoning to news material. Students will evaluate news play and create their own news value priorities.

Students will be familiar with ethnic newspaper publishing issues, and with the role of news syndicates and services.

6. Students will demonstrate understanding of the development of the magazine industry; students will be able to summarize the state of the industry today; students will demonstrate understanding of how magazines are put together; students will learn four explanations for the proliferation of magazines; students will learn about current issues facing magazine publishers; students will understand how magazine writing differs from newspaper writing.

7. Students will demonstrate understanding of the book publishing industry from its inception in Europe to the present day; students will become familiar with market forces determining publication, factors associated with books success or failure and trends in publishing. Students will learn the steps in book

- publishing process, and will be able to discuss basic

rights of authors vis a vis the industry.

Students will be

able to identify important sub

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markets for book publishing in

the United States. Students will be able to knowledgeably

discuss First Amendment issues as t

hey relate to

book

publishing, libraries and the availability of printed information.

8. Students will demonstrate understanding of the role radio has

played in this century; students will show their

understanding

of the technological and social development of radio; students

will understand current issues facing radio stations; students

will familiarize themselves with important

legislation

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pertaining to radio stations; students will participate in

simulated radio programming.

9. Students will understand the technology that makes television

possible; students will

be able to trace changes in television

programming since the 1950s; students will critically discuss

the portrayal of several groups (minority groups, the elderly,

disabled people,

non

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US citizens)

on television since the

1950s; students will examine the financial and social role of

commercials on television; students will look at the financial

basis of the television industry; students will

demonstrate

understanding of several theories of television penetration

in US households.

10. Students will be able to discuss the impact of cable channels

and home video equipment upon the television

industry and the

industry's response; students will participate in a case study

of TV-made stars from the 1960s and 1990s; students will

critique the script from a popular comedy; students will

be

able to discuss pros and cons of television programming for

small children; students will participate in a debate resolving

that society would

be better off if television were eliminated.

11.

Students will understand changes in local and national news coverage(budgets, content, faces) since the 1950s; students will study the role of television during three crises

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the

the Kennedy

assassination, the Vietnam war and the Watergate

hearings. Students will demonstrate understanding of the

news judgments involved in television programming; students

will participate in a debate based

on the experiences of

anchorwoman Christine Craft.

12. Students will understand the historical importance and of the

motion picture industry. Students will be able to discuss the

role of films and

their performers in reflecting and shaping

aspects of life in the United States; students will formulate

positions on several censorship issues that have faced the

film industry; students will

demonstrate understanding of the

effect of television upon the industry. Students will become

familiar with the processes of making, distributing and

exhibiting a film.

Students will understand the

process

behind choosing Oscar winners; students will question a

documentary film maker on her or his craft. Students will

either defend or oppose the current film rating system.

13. Students will

learn about the economic

s and history of the

recording industry; students will trace trends in popular

culture as they relate to music; students will demonstrate

understanding of the exportation

syndrome within the industry;

students will be able to discuss the social meaning

of different

music types.

14. Students will understand the historical development of

advertising in the United States;

students will be able to

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identify eight propaganda techniques used in advertising;

students will be able to discuss and opine upon

five ethical

issues in advertising; students will discuss

the impact of advertising on children, teenagers and adults; students will be able to explain industry and government regulation upon advertising; students will critique advertising techniques adopted by politicians. Students will look at public affairs advertising and advertising by "unpopular" industries (i.e., liquor and cigarettes); students will demonstrate familiarity with the truth in advertising movement and its concepts.

15. Students will discuss legal controls on several media, including prior restraint, invasion of privacy, obscenity and pornography and distribution limitations. Students will demonstrate understanding of the First, Sixth and Fourteenth amendments as they relate to mass media.

16. Students will understand several ethical questions faced frequently by individuals within the media and by media corporations. They will draft codes of ethics for selected mass media fields. Students will identify several imperatives for media in a democratic society.

Students will examine the role of the public in holding media accountable for content; students will be able to discuss the degree to which media should be responsive to and responsible to the public.

17. Students will learn about the Internet as a new media, and be able to discuss how it both extends and limits traditional media. Students will analyze the successes and failures of the Internet in educating and entertaining citizens. Students will demonstrate the ability to explain converging media, and on societies with information elites and information have-nots.

**ADDITIONAL
MEASURABLE INSTRUCTIONAL OBJECTIVES EXPECTED OF
STUDENT IN HONORS SECTION OF THIS COURSE:**

Students will integrate the use of at least four public relations tools, which could include printed materials such as press releases and fact sheets, websites, e-lists, phone or fax lists, distribution materials, events, advertising, experts, polls, timing, town meetings, presentations, sponsorships, and educational materials. Students will document reaching at least

fifty people with their message. Students will devise methods to measure the penetration power of their message. Students will recommend improvements or changes to their campaign when they have completed it.

METHODS OF INSTRUCTION:

Lecture, discussion, exercises, presentations, papers and exams.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description:Reading assignments

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description:Writing assignments

Required Outside Hours: 30

Assignment Description:

Required Outside Hours:30

Assignment Description:Research projects

Required Outside Hours: 18

Assignment Description:

Required Outside Hours:18

Assignment Description:Fieldwork assignments

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

Quizzes; Exams; Demonstrations; Content analysis

Skill demonstrations

Percent of total grade: 10.00 %

Class group demonstrations; content analysis

Objective examinations

Percent of total grade: 30.00 %

Essay; Multiple Choice; True/False; Matching Item; Item Completion

REPRESENTATIVE TEXTBOOKS:

Verified by:Jan Janes. Required: Campbell, Martin, Fabos. Media&Culture, Mass Communication in a Digital Age. Boston/New York: Bedford/St. Martin, 2016. Or other appropriate college level text.. Boston/New York: Bedford/St. Martin's,2016.

ISBN: ISBN: 978-1-319-04765-8

Reading Level of Text, Grade: 13 Verified by: Jan Janes

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 202050

GAV D2, effective 202050

CSU GE:

CSU C2, effective 202050

CSU D, effective 201570

CSU D0, effective 199070

CSU D2, effective 202050

IGETC:

IGETC 4J, effective 202050

CSU TRANSFER:

Transferable CSU, effective 202050

UC TRANSFER:

Transferable UC, effective 202050

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: JOUR4

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: D

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000377258

Sports/Physical Education Course: N

Taxonomy of Program: 060200