

CMN 102

Introduction to Mass Communication

Autumn quarter 2018, 4 credit hours
M&W 11:20 AM - 12:50 PM
Lincoln Park Campus

Instructor: Nathanael Bassett
Contact Email: nbassett@depaul.edu
Office:
Office Hours: via appointment (Skype, Google).

Course Description:

CMN 102: Introduction to Mass Communication is one the four core courses required of all College of Communication students. This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

Liberal Studies Program:

Introduction to Mass Communication is listed as a Liberal Studies Domain Course under the Social, Cultural, and Behavioral Inquiry area. This means that the course should adhere to the learning goals for the Liberal Studies program and the specific goals of the Social, Cultural, and Behavioral Inquiry area. A list of those goals and a description of the Social, Cultural, and Behavioral Inquiry domain are in Appendix C.

Objectives:

By the end of this course, students should be able to:

- Identify key moments in the historical development of the mass media.
- Describe the relationship between our culture, technological development, and mass media.
- Discuss their own media use in relation to the history of the mass media.
- Criticize media texts in relation to representation, form, and production.
- Analyze the power of mass media to make meaning

Required Texts:

- Campbell, R. Martin, C. Fabos, B. (2017) *Media & Culture: An Introduction to Mass Communication 11th edition*. Bedford/St. Martin's

Assignments & Grading:

In-class participation and discussion: 10%
 Writing assignments:
 Reading Reflections: 10%
 Short writing assignments (1-2 pp): 20%
 Longer writing assignments (3-4 pp) / Projects: 20%
 Midterm: 20%
 Final: 20%

Grading Scale (please refer to the [Academic Handbook](#) on the significance of letter grades):

A 93-100	C+ 77-79
A- 90-92	C 73-76
B+87-89	C- 70-72
B 83-86	D+ 67=69
B- 80-82	D 63-66
	62 and below F

Assignment Descriptions

In-class participation and discussion: 10%

You are expected to participate and be involved in classroom discussion. This class values input from students based on their insights derived from the readings and personal experience. Sharing those views contributes to the overall learning of the class. Additionally, breakout sessions will help students to draw from one another and better understand the topic at hand. During class time your involvement is important to your success and others. Participation will earn you this portion of your grade. Deliberately distracting and disrupting the environment by detracting from discussion will cost you those points.

Reading/Discussion Reflections: 10%

Each week you will submit a 1 page document of your thoughts and reactions to this week's readings. It should be at least 250 words describing either the relevance of the reading to your experience, your thoughts or impressions of the ideas presented, or issue you feel were neglected in the discussion. These are due Saturday night at midnight each week.

Short Writing Assignments: 15%

These will take the form of two 5 page (1250 words each) essays due over the course of the class. More information will be provided on D2L.

Long Writing Assignments: 25%

A single 10 page (2500 word) assignment will be due by the time of the final. More information will be provided on D2L.

Midterm: 20% (APRIL 26)

A short exam of 20 questions, each worth 1 point.

Final: 20%

A short exam of mixed essay, multiple choice and t/f questions covering the entire course.

Instructions for assignments and extra credit:

Turn in all written assignments electronically via D2L. Please use doc, docx, or pdf format and save your work as “[assignment name]_[last name]”.

All written assignments should be double space, 12pt Times New Roman font, with standard 1” margins, with the authors name and date present. Deviations from these requirements may result in grade penalties. Use a consistent citation/reference style (APA, Chicago, etc).

Course Policies:

Absences and Late Work

Absences (including tardiness and leaving early) are heavily discouraged. That said, life happens. Students are allowed one absence throughout the quarter with no explanation. Reading responses are still required, unless the student chooses that week to use their one “no penalty” skip. Late assignments will be penalized 1/10th of the possible points for that assignment per day that the work is overdue. The “new day” begins at 12:01AM. Late work will not be accepted more than one class period after it is due. For instance, reading reflections may be accepted with a penalty of .2 if handed in by Wednesday, but will not be accepted a week late. Likewise, “Making Choices is due March 7th, but can be accepted as late as March 12th with a penalty of 11.5. (making the maximum possible grade for that single assignment 50%).

Course Evaluations

Students will have the opportunity to provide formal feedback on the course during the later portion of the quarter. You will receive an email notification that will allow you to complete an online teaching evaluation. This is important to me because I take your input into how I teach will teach this class and others in the future. Additionally, the university uses these evaluations to determine which classes will be made available, assess the quality of courses, and maintain student enrollment. Your participation is greatly appreciated.

Academic Integrity

DePaul University is a learning community that promotes the intellectual development of each individual within the community. The University seeks to maintain and enhance the educational environment of the community in a variety of ways including through the development of and promotion of standards for academic honesty. The University believes that all members of the community are responsible for adherence to these standards for academic honesty, and that all violations of academic integrity are detrimental to the intellectual development of individuals within the community and to

the community at large. Violations include but are not limited to: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University for further details.

Accessibility

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Loop Campus – Lewis Center #1420 – (312) 362-8002

Lincoln Park Campus – Student Center #370 – (773) 325-1677

Please feel free to contact me privately to discuss your challenges and how I can help to facilitate any accommodations you will need in this course. This is best done early as possible. Any conversation we have will remain confidential.

Writing Center

The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Utilizing the writing center as a resource can have a direct impact on the quality of your work and your total grade. Visit www.depaul.edu/writing for more information.

Sexual and Relationship Violence

As a DePaul community, we share a commitment to take care of one another. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

On Course Content

If you are concerned that certain material or subjects will likely be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions

to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion as a result of those concerns, you may always do so without academic penalty. However you will be responsible material and you may not be able to earn a participation grade. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Liberal Studies Program

Social, Cultural, and Behavioral Inquiry Domain Description

Courses in the Social, Cultural and Behavioral Inquiry domain focus on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations.

Social, Cultural, and Behavioral Inquiry Domain Learning Outcomes

Students will be able to:

- Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
- Analyze interdependent relationships between contemporary society and individuals.

Course Schedule

Week 1- Introduction

September 5th - Course Overview

Week 2 - Critically Studying Media

September 10 - Chapter 1

September 12 -

Week 3 - The Internet 2

September 17 - Chapter 2

September 19 - Chapter 3

Week 4 - Radio, Recording & Music

September 24 - Chapter 4 (SHORT WRITING ASSIGNMENT 1 DUE)

September 26 -

Week 5 - Radio, Recording & Music 2

October 1 - Chapter 5

October 3 - MIDTERM

Week 6 - Film & Television

October 8 - Chapter 6

October 10 - WATCH ASSIGNED VIDEOS

Week 7 - Film & Television 2

October 15 - Chapter 7

October 17 - (SHORT WRITING ASSIGNMENT 2 DUE)

Week 8 - Print (Newspapers/Journalism/Books)

October 22 - Chapter 8

October 24 - Chapter 9

Week 9 - Print (Newspapers/Journalism/Books) 2

October 29 - Chapter 10

October 31 -

Week 10 - Media Literacy & Ethics

November 5 - Chapter 14

November 7 - Chapter 15

FINAL EXAM

(LONG WRITING ASSIGNMENT DUE).

--

This schedule, the above syllabus, and the general content of the syllabus is potentially subject to change.

Course Schedule

Final Page

I, _____ have read and understand the expectations of this course.

Signed, _____

Date, _____

Pre-Assessment

If possible, please type the following answers (copies of the syllabus will be made available).
Turn in ONLY this final page to me by January 8th for 1% of your final grade.

What is your interest in mass communication?

What are your reasons for taking this course (personal/professional goals)?