I. COURSE INFORMATION
Fall 2016
COMM 2372 Mass Media and Society (3.0 credits), CRN# 16493

Text:

Materials:
This course is web-enhanced. You will need access to a computer and the Internet.
Active UTEP email account
A BLACKBOARD account
Flash drive, Google Drive and/or Dropbox account.
All work turned in will be typed in a 12pt. single-spaced Times New Roman format.

II. INSTRUCTOR INFORMATION
Name: Ramón Villa
Office Location: Education Rm. 102C – Screenwriting Lab
Office Hours: W 1:30pm – 4:30pm or by appointment (via Blackboard)
Telephone Number: 915-747-5129 (leave message)
Email: rvilla2@utep.edu & via Blackboard email

II. COURSE CONTENT
A. Course Description:
An introduction to the mass communication media in the United States, their history, their roles, and issues within the media. Print, electronic, and digital systems are surveyed.
The focus throughout the semester will be on media literacy, or the ability to critically analyze media messages. This critical analysis includes an emphasis on the societal influences that are attributed to media and the relationship between media consumers and media producers.

B. Course Objectives:
1. Recognize the media’s role in changing the political and cultural global setting.
2. Develop a strong historical sense of the origin and development of mass communication technologies and be current with new technologies.
3. Describe the variety of relationships between media and their audiences.
4. Recognize the ethical and philosophical issues that arise in media culture, and develop a framework from which to analyze them.
5. Effectively find and make use of information resources in the researching of mass media trends.
C. Learning Outcomes:

1. Participate in weekly online group discussions that pertain to the chapters assigned.
2. Develop team based weekly presentations on media concepts.
3. Evaluate a media concept via a weekly online journal entry.
4. Describe media literacy from a traditional and a critical perspective.
5. Demonstrate ability to evaluate and employ various social science or rhetorical research methods.

D. Assigned Readings:

Chapter 1 - 16 from Media essentials: A Brief Introduction 2nd Ed.
Journal Articles for Final Paper

E. Assignments:

Attend class lectures; participate in class and online.

Blackboard
I will use Blackboard to post quizzes, grades, announcements, and other relevant information. Please look at this page everyday.

Individual and Group Pop Quizzes
These are designed to keep you on your toes, chapter to chapter. You will take an individual quiz on the assigned chapter online and then save your answers so you can take the quiz again as a group in-class. You will engage/discuss as a team to finalize your answers. The best way to study for these quizzes is to read the chapters. Each individual quiz is worth 10 points. Each group quiz is worth 10 points. Individual Quizzes are due on Tuesdays by 11:59pm. Group quizzes will be taken in class. Late work will not be accepted.

Online Weekly Questions
Every week, each group will answer a question that pertains to the chapter/readings assigned. All members must participate in this online discussion by posting a minimum of two (2) posts (min. 100 words each) per week. One is a response to the question posted and the other is a response to a group members posting. STAY ON TOPIC! You must wait 24 hours before you do a self-response. Each response is worth 5 points for a total of 10 points per thread. These are due on Mondays 11:59pm. Late work will not be accepted.

In Class/Online Group Chapter Discussions
Every week, each group member must analyze/discuss a section assigned from the weekly chapter readings. All members must participate in this online discussion by posting a minimum of two (2) posts (min. 100 words each) per week.
The first response should illustrate what you think the main purpose and argument of the reading can be. The second response will point to and comment on two to three key terms you would like to elaborate on or propose at least two topics for discussion that you can elaborate on. STAY ON TOPIC! You must wait 24 hours before you do a self-response. Each response is worth 5 points for a total of 10 points per thread. These are due on Mondays 11:59pm.

Late work will not be accepted.

In Class/Online Group Chapter Presentations
This will consist of each team member standing in front of the class discussing the assigned sections for the week. Please keep up with the reading. You will be required to take questions from other classmates for the understanding of the chapter sections.

This is NOT meant to be just a summary of the assigned reading. Rather, it should function as a guide to the pivotal issues raised in the readings and as a catalyst for generating class discussion, which may include bringing in your own relevant outside examples. On the day you present, turn in a detailed outline of your presentation that clearly explains what you will talk about—who does what in what order, etc. Also hand in in other supplemental materials. Every group will choose a different person in the group to lead the discussion/presentation. This person will only do it once and give someone else a chance but must also be integral to the groups success. Each presentation is worth 10 points.

Late work will not be accepted.

Media Literacy Journal (10 entries)
The best way to keep up with the media is to use the media: that means reading newspapers, magazines, and books; watching television; seeing movies; listening to the radio, tapes, CDs, MP3s, etc.; and using the Internet and other new media. You will soon discover it’s a lot of fun to know what is going on, and when you know what’s going on, you’ll be able to critically analyze each artifact. Entries are due on Mondays by 11:59pm. Each entry is worth 10 points.

DO NOT REPEAT THE SAME FORM OF MEDIA (e.g. Do only on radio station, one kind of music, one movie, etc.) USE THE BOOK CHAPTERS TO DISCOVER WHAT KIND OF MEDIA TO ANALYZE FOR THE WEEK.

This will be evidence of your media literacy. You will make a regular effort to collect stories about the media from various sources. Traditionally this would mean clipping articles and attaching your own commentaries about the articles using the concepts you learn in class on analyzing and appreciating media. You may, however, explore alternative sources for your journal such as downloading material from the Internet, transcribing song lyrics, photocopying photos or still shots from movies. You should
consider using various new media devices to store multimedia examples for your discussions. Each journal entry requires a 250 word minimum analysis. 12 pt. single-spaced Times New Roman.

Commentaries may include all sorts of observations, but they will contain the following minimum elements:
- You will rely on the five critical steps – description, analysis, interpretation, evaluation, and engagement—outlined in Chapter 1 of Media Essentials (pp.23-25).
- Key identification about the item (author, date, source)
- A 250 word minimum analysis of how the item is relevant to the primary media concepts for the week.
- What you think are the main point(s) of the item.

Late work will not be accepted.

Media Literacy Presentation
This presentation will be a critical analysis of a media concept you have written about in your Media Journal. You will research a media text you have written about in your journal. The presentation has to be 3-5 minutes long with an accompanying outline of the research you have done on the topic. You will rely on the five critical steps – description, analysis, interpretation, evaluation, and engagement—outlined in Chapter 1 of Media Essentials (pp.23-25).

Minimum References in APA Format style writing = 5

You will turn in an outline draft on Wed. Nov. 2nd, 2016 before class begins.

Presentations will begin the following week.

This assignment is worth 100 points.

Late work will not be accepted.

Media Research Paper
This will be an opportunity to demonstrate your growing research skills in analyzing media and reading journal articles. You will pick a media effects theory or a cultural studies approach from Chapter 16. You will discuss the key arguments behind the theory or approach. You will use examples from the articles you have read to elaborate on the subject. You will conclude on the strengths and weaknesses of your chosen theory/approach.

This paper will consist of 3 to 5 pages including a reference page and the use of APA style writing.

Minimum References in APA Format style writing = 10
An OUTLINE of your paper is due Wed. Nov. 16th as a HARD COPY. This will include your APA references.

A FIRST DRAFT of your paper is due Wed. Nov. 23rd as a HARD COPY. This will include your APA references with in-text citations.

The FINAL DRAFT will be written in class on Wed, Dec. 7th during your scheduled time.

This assignment is worth 100 points.

Late work will not be accepted.

F. Grading Scale:

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<thead>
<tr>
<th>Average Grade</th>
<th>Letter Grade</th>
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<tr>
<td>900 – 1000 points</td>
<td>A</td>
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<tr>
<td>800 – 899 points</td>
<td>B</td>
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<td>700 – 799 points</td>
<td>C</td>
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<tr>
<td>600 – 699 points</td>
<td>D</td>
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<tr>
<td>0 – 599 points</td>
<td>F</td>
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<tr>
<td>Incomplete</td>
<td>I</td>
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<td>Withdrawn</td>
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1. Evaluation:
In order to achieve a grade of “C” for this class you must keep up with all the work assigned as an individual as well as group assignments.

Your grade for the class will be determined by your performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>15 Individual quizzes</td>
<td>= 150</td>
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<tr>
<td>15 Group quizzes</td>
<td>= 150</td>
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<tr>
<td>15 Online weekly questions</td>
<td>= 150</td>
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<td>15 Online group chapter discussions</td>
<td>= 150</td>
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<tr>
<td>Media Literacy Journal</td>
<td>= 100</td>
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<tr>
<td>Media Literacy Presentation</td>
<td>= 100</td>
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<tr>
<td>Media Research Paper - Final</td>
<td>= 60</td>
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<tr>
<td>APA Citation / Outline / First Draft</td>
<td>= 40</td>
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<tr>
<td>In Class Group Presentations</td>
<td>= 100</td>
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Total Points Possible 1,000 points

IV. RULES, CLASSROOM POLICIES/ ETC.
Late work will not be accepted.

A. Cheating/Plagiarism:
All of your work must be original. Plagiarism is defined in Webster’s New Collegiate Dictionary as; “to steal or pass off (the ideas or words off another) as one’s own; i.e., submitting someone else's work under your name or not citing the source of your information”. Cheating consists of obtaining information from someone other than the instructor during an exam, or on other assignments; or having someone else complete your assignments. The instructor and the college take cheating very seriously. At the very least a student will receive an “F” for the assignment if it has been plagiarized or if the student has cheated. The Student Code of Conduct addresses these issues. The instructor will deal with plagiarism and cheating on an individual basis. Consequences can range from receiving a failing grade on the assignment to being dropped from the course. The instructor will follow the Student Code of Conduct in dealing with these issues.

B. Attendance:
Attendance is taken at the beginning of the scheduled class time. If you are late and the attendance book is closed, you run the risk of not being counted present. If students have a documented illness or emergency they may be excused. It is the student's responsibility to attend class and be on time.

C. Drops:
The instructor reserves the right to drop any student who misses 2 class periods in a row without contacting the instructor and/or does not complete a major assignment with excessive absences (quizzes, discussions, presentations, & papers) and does not contact the instructor. The instructor will attempt to contact the student before dropping them. It is the student’s responsibility to contact the instructor if they have a problem and need to be dropped. It is also the student’s responsibility to be aware of the drop date, in order to drop the class before the withdrawal date if they so desire and to be aware of the “Six Drop Rule” and the affect that it may have on them.

D. Conduct and Grievances: See the student handbook for the proper procedures for addressing student complaints. You are expected to conduct yourself in a courteous and respectful manner. You are required to turn off and stow away all technology including cell phones and laptops, which means NO TEXTING! It is distracting for your instructor and actually, the people around you as well. Your instructor has no problem calling this to your attention and asking you to leave if your use of technology disrupts the class. If you have an emergency arises please step outside.
E. **The classroom as a safe haven:** This classroom is a safe haven for all ideas. Respect not only your instructor, but also guest speakers and your peers as equals. We are all unique individuals entitled to our own opinions and beliefs. Therefore, any comments, jokes, or remarks that denigrate the worth of an individual’s physical or mental ability, physical appearance, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and detract from your effectiveness as a speaker and from your credibility as a person.

F. **Disruptive Behavior**
- Walking in late to class.
- Lack of supplemental materials.
- Leaving electronic devices on during class.
- Taking credit for a thought, opinion and knowledge from sources and claiming them as your own (plagiarism).
- Chatting or talking during a presentation.
- Using vulgarity.

V. **ACADEMIC MISCONDUCT**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

VI. **CASS POLICY**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.