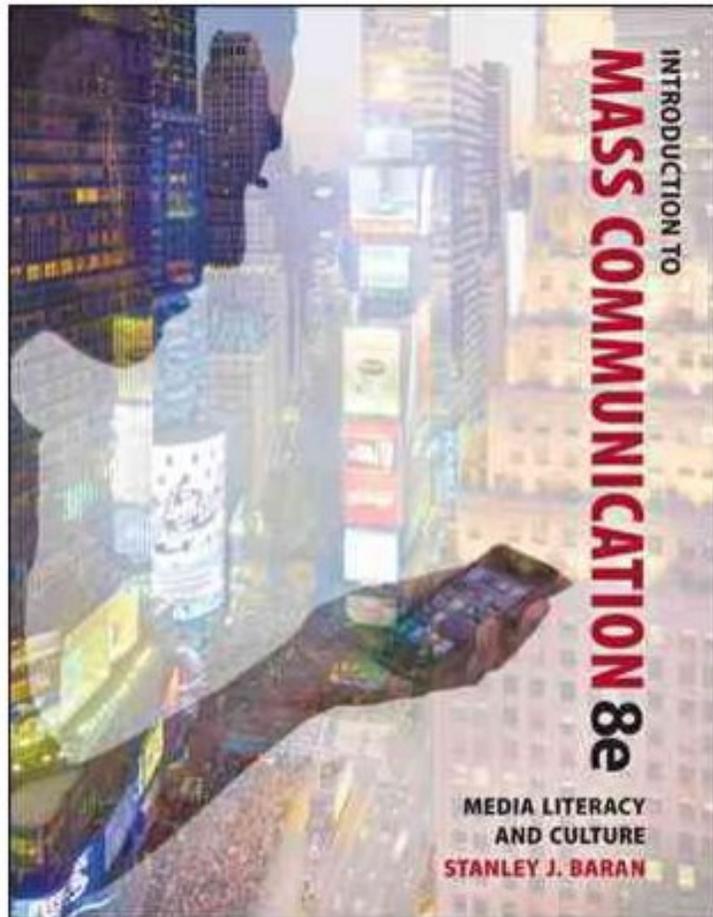


Loyola University, Chicago
Fall 2014
COMM 175: Introduction to Communication
T, TH 1:00p-2:15PM



Instructor: Richelle F. Rogers

E-mail: rrogers2@luc.edu

Please allow up to 24 hours for a response to e-mail. Remember to include your name and the course number on your subject line. Please use your Loyola e-mail account when sending e-mails. Please limit your email inquiries to 7a.m. –6 p.m. CST

Office: SOC 204 - Second Floor

Office Hours: W, 11-2pm, Th 11:30-1pm

(All appointments should be scheduled through the class Sakai page)

COURSE DESCRIPTION

What is communication? How does the media communicate? How have advancements in technology impacted media communication practices? These are the questions this course will address.

Students will engage in critical thinking class exercises and group discussions designed to achieve the following course goals:

- Increase knowledge and understanding of mass communication
- Increase awareness and interaction with mass media and content creation/impact
- Become more skilled and knowledgeable communicators and consumers of media

IDEA COURSE OBJECTIVES

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Developing skill in expressing oneself orally or in writing

TEXT AND ASSIGNED READING

Introduction to Mass Communication; Media Literacy and Culture, Stanley Baran

In addition to the required text, students are required to read additional materials as a part of their coursework.

GRADING

A
B
C
D
F

Grades will be based on:

In-class and outside assignments (including participation in group discussions and pretest) (40%)

Midterm (30%)

Final Exam (30%)

Assignment Grading Rubric

Grade	Description
A range	Excellent analysis that critically examines topic; digs deep beneath the surface. Creative approach to the problem/question being considered. Outstanding content, clarity of writing, and organization of research material. Sophisticated, appropriate use of language. Thorough research and documentation of ideas, arguments, and comments. Free of mistakes: no typos; no misspellings; no punctuation or grammatical glitches; no errors of fact. All the necessary details, documentation, quotes, citations, and specifics are there.
B range	Very good attempt to link analysis to class themes, but more connections could be made. Very good to excellent; above average work and research. Some improvement needed in content, clarity, organization, or documentation. Occasional typos or other glitches say more about the lack of close proofreading than failure to master the mechanics of spelling, punctuation, grammar and usage. More details, quotes, citations, or examples needed. Errors of fact (incorrect spelling of a title, reference name, source, or date, etc.) show inattention to detail/accuracy although content is above average.
C range	Average analysis that lacks clear connections to class themes. Average, acceptable writing and research that meets basic expectations. Needs much work on content, clarity, organization, and documentation. Although basic facts most likely are there, lacks elaborating and supporting documentation or quotes. Errors indicate need for improvement in grammar, punctuation, spelling, and word usage; material was not proofread carefully. Errors of fact (incorrect spelling of a title, reference name, wrong source, date, or page number, etc.) show inattention to detail and accuracy.
D range	Weak, unfocused work. Organization is below average, with numerous grammar, punctuation, and spelling errors. Documentation and details are scanty or superfluous, with errors of fact. Paper may reflect a lack of understanding of the assignment or a lack of research effort.

WRITING CENTER SUPPORT

For students who require extra help with basic grammar and sentence structure, the Writing Center is a great resource. Students are strongly encouraged to visit the Center at least once during the Semester.

<http://www.luc.edu/writing/index.shtml>

SOC EQUIPMENT

The School of Communication has a variety of equipment that we can use for class-related projects. This equipment may be checked out through Andi Pacheco in SOC 004 (contact apacheco@luc.edu; phone 312-915-8830) .

WEEKLY UPDATES AVAILABLE VIA SAKAI

The syllabus and updated class assignments are available via Sakai. If you are not familiar with Sakai, please take time to view the tutorial before the end of the first week. Supplemental course material and additional materials will post to the COMM 175 site. Please check Sakai daily for class updates.

<http://www.luc.edu/itrs/teachingwithtechnology/sakai/sakai-student-tutorials.shtml>

STUDENT – INSTRUCTOR CONSULTATION (REQUIRED)

Every student is required to meet with the instructor once during the semester. Sign up is available though the *sign up tab* on the Sakai class web page. If you are not familiar with Sakai, please review the following tutorial:

Of course, if a student requires additional guidance during the Semester, the instructor is available.

LATE ASSIGNMENTS

Late assignments will not be accepted. UNLESS INSTRUCTED, DO NOT EMAIL ASSIGNMENTS.

GUEST SPEAKERS

This course will feature guest speakers. Students are required to be well prepared for all discussions and participate in question and answer sessions.

CLASS ATTENDANCE

It's imperative that students attend every class and arrive on time. When you miss a class, or arrive late you miss important information that can easily place your grade in serious jeopardy.

CLASS ASSIGNMENTS/ WEEKLY UPDATES AVAILABLE VIA SAKAI

The syllabus and updated class assignments are available via Sakai.

ACADEMIC DISHONESTY

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought

probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; ☐
- Purchasing, acquiring, and using for course credit a pre-written paper. ☐The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naive is not an acceptable excuse for not properly referencing sources.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

You can find Loyola's policies regarding academic integrity at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

SPECIAL NEEDS

Students are urged to contact the instructor should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact the instructor early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD).

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

THE COURSE (Subject to change)

Week 1: Getting acquainted/Mass Communication and Culture

Aug. 26: Course introduction/syllabus review

Test your media literacy – class exercise

Reading Assignment: Read pages 1-26 from text

Aug. 28: What is mass Communication? /Culture as socially constructed shared meaning

Assignment: Culture Hero essay- Papers due at the beginning of class, September 2, 2014/Read pages 316-350.

Week 2: Theories and Effects of Mass Communication

Sept. 2: Culture Hero essay discussion/ The history and development of mass communication theory

Sept. 4: Effects of mass communication/Class Debate

Assignment: Complete communication interview/essay – Papers are due at the beginning of class, September 9, 2014.

Week 3: The Reshaping of Mass Communication

Sept. 9: Communication Interview Discussion/The reshaping of mass communication

Sept. 11: Technology's impact on mass media/The Read- Write Media Culture

Assignment: Bring a copy of the Chicago Tribune or Chicago Sun-Times to class September 16, 2014/Read pages 70-91 from text

Week 4: The Evolution of Media Content and Platforms – Newspapers

Sept. 16: Newspapers today, yesterday and tomorrow

Sept. 18: You are the editor content exercise and discussion

Assignment: Read pages 97-117

Week 5: The Evolution of Media Content and Platforms – Magazines

Sept. 23: Magazines and their audiences/scope and structure of industry changes

Sept. 25: Class does not meet – Please use class time to thoroughly review your class notes.

Week 6: Course Review/Mid-Term Exam

Sept. 30: Course review

Oct. 2: Mid-term exam handout. The exam is due at the beginning of class, Thursday, October 9th, 2014.

Week 7: The Internet and The World Wide Web/Digital Identity Part I

Oct. 7: Mid-Semester Break – Class does not meet

Oct. 9: The Internet Today/ Digital Identity on the Web

Assignment: Watch the PBS Frontline Documentary Digital Nation

Link: <http://video.pbs.org/video/1402987791/>.

Reflective essays are due at the beginning of class October 14, 2014.

Read pages 238-259 from text

Week 8: The Internet and The World Wide Web/Digital Identity Part II

Oct. 14: Social networking sites class exercise and discussion

Oct. 16: The five Internet freedoms

Assignment: Read pages 191-204

Week 9: Television and Cable Part I

Oct. 21: Interpreting relative story placement/Reshaping television content

Oct. 23: How technology is changing how we report stories

Assignment: Program analysis assignment. Papers are due at the beginning of class, October 14, 2014. Read pages 191-204

Week 10: Television and Cable Part II

Oct. 28: Program analysis discussion/ Trends in Television and Cable

Oct. 30: Class debate – Recognizing staged news

Assignment: Media Literacy Challenge. Assignment is due at the beginning of class, November 4, 2014.

Week 11: Media Bias

Nov. 4: Media Literacy Challenge Discussion/The building blocks of bias – Cable television news case study

Assignment: Bring to class a biased example of communication. Your example can be from television or online.

Nov. 6: Group discussion: What is the impact of bias in American Media?

Assignment: Read pages 289-305 from text

Week 12: Advertising and Public Relations

Nov. 11: Measuring and effectiveness of advertising

Nov. 13: Product affinity: The branded you

Assignment: Read pages 380-395 from text

Week 13: Global Media

Nov. 18: Global Media Today/Impact analysis

Nov. 20: Al-Jazeera case study

Assignment: Read page 366-376 from text

Week 14: Mass Media Ethics

Nov. 25: Balancing conflicting interests /Class debate

Nov. 27: Happy Thanksgiving – Class does not meet

Week 15: Course Review

Dec. 2 : Course review Part I

Dec. 4: Course review Part II/Final exam handout

Week 16: Final Exam due

Dec. 12: Final exam due

