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Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 101: Communications Media in American Society

Instructor(s) of Record: Dr. Kurt Dudd

Phone: 724-357-2492

Email: kdudt@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Kurt Dudd has extensive experience in communications technology and the application of various technologies for the purposes of delivering courses via distance education, including WebCT and its tools. Dr. Dudd is also the recipient of the TeleCon Award for Best Distance Learning Program in Higher Education. In teaching, Dr. Dudd has taught COMM 101 numerous times over his 28-year career in the IUP Department of Communications Media.

Additionally, the College of Education's Distance Learning Technician will be providing support, training, and advisement to the instructor in the development and teaching of the course. This will be done through weekly phone contact/meetings and the development of a course facilitator's manual, which will assist the instructor in prepping and implementing the course.

2. How will each objective in the course be met using distance education technologies?

COMM 101 makes extensive use of the WebCT learning management system and its course tools, including content modules, threaded discussions, quizzes, e-mail, and the assignment drop box. Additionally, course modules will include StudyMate review activities and chapter study guides to assist student in reviewing important content and to provide them with feedback regarding course topics. Students will be evaluated using discussions, quizzes and tests, module assignments, and class projects.

More specifically, the means by which each course objective will be met via distance education technologies is summarized below:

At the completion of this course, the student will be able to describe the major components of the communications process and explain how each component is related to the other components.

Students will study various communications models and concepts through the text and online materials. This information will be reinforced through online discussions, study guides, StudyMate review activities, and reflection assignments. Student attainment of this objective will be evaluated through performance on quizzes, chapter reflections, and the communications processes project.

At the completion of this course, the student will be able to trace the historical development of communications media. Students will study the various communications media; including books, newspapers, magazines, television, radio, digital media; and related technologies, such as photography, and trace major developments in the history of each through readings in the text and supplemental material provided online. Students will have an opportunity to review this material through StudyMate activities, chapter study guides, and class discussions. Students will be evaluated on this material through WebCT quizzes and media characteristics project.

At the completion of this course, the student will be able to describe the different technologies employed to deliver communications media.

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Liberal Studies

Exams—Three exams will be offered in the course of the semester. These exams will use the same bank of questions used in the chapter quizzes and offer students an opportunity to work with material and concepts that they have had the opportunity to review through StudyMate activities and chapter quizzes.

Unit Projects—During the course, student attainment of objectives will be based on performance on three unit projects. These projects represent student application of knowledge in each of the following areas:

- **Communication Processes**—Students will evaluate a message or communication applying the communications processes and terminology to a specific case.
- **Media Characteristics**—Based on their studies of different types of media, including the characteristics, history, technological developments, and economics of each, the student will critically examine one medium.
- **Media Effects**—Based on their studies of media and its effects on society, students will choose a topic that examines a media-related topic and its impact on society.

5. How will academic honesty for tests and assignments be addressed?

Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments, WebCT testing controls, and reflective/application assignments. Additionally, students will be informed of policies pertaining to academic integrity and be made aware of the possible consequences of violating these policies. Students will be expected to certify and agree to these policies prior to participating in the course. The methods to be employed for each type of assessment are included below.

Informal Writing Assignment—This assignment will be given at the onset of the course and will serve as a student writing sample to be used throughout the course to compare this baseline writing to the student performance on course activities.

Tests and Quizzes—Tests/Quizzes will make extensive use of WebCT testing control features, including short testing times, limited test availability, one question delivered at a time, randomized questions, a multi-question test pool, and multiple test attempts. The Tests/Quizzes area of the course also notes the academic integrity policy and spells out the procedure for taking online tests. Prevent printing and force grade scripts will also be used. In addition to the above methods, a greater weighting will be placed on application assignments and projects.

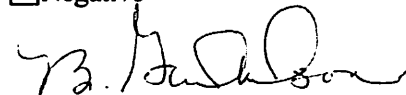
Reflective Assignments and Unit Projects—Reflective assignments require students to demonstrate an application of the information developed through study of each of the chapters and modules. Student performance on the reflective assignments will be assessed against performance on informal writing assignments. Reflective assignments will be used as a means to gauge student performance on the unit projects. Additionally, the instructor will make use of Google searches and Turnitin anti-plagiarism software to assure the authenticity of student writing.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative



Signature of Department Designee

3-21-08

Date

Endorsed: Mary Ann Rajach 3/25/08
 Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

 Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

 Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Endorsed: Mary Ann Rafols 3/25/08
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail S. Schuist 4/1/08
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

D. Wener (m) 4/4/08
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Syllabus of Record*

*This is the most recent syllabus of record for COMM 101. It has been adapted to fit the current UWUCC recommended format.

Syllabus of Record

I. Catalog Description

COMM 101: Communications Media in American Society	3 credit 3 lecture hours 0 lab hours (3c-03-3sh)
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II. Course Outcomes

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

- describe the major components of the communications process and explain how each component is related to the other component.
- trace the historical development communications media.
- describe the different technologies employed to deliver communications media
- explain the economics of communications media
- summarize the impact and effects communication media has on our society
- consume media with critical eyes and ears

III. Detailed Course Outline

Date	Reading	Assignments
Week 1	Introduction to the course	
	Definition of Communications	Chapter 1
Week 2	Models of Communications	
	Part One The Print Media	
	Newspapers	Chapter 2
Week 3	Magazines	Chapter 3
	Book Publishing	Chapter 4
Week 4	Test Chapters 1-4	
	Part Two The Electronic Media	
	Radio	Chapter 5
Week 5	Recording Industry	Chapter 9
	Photography/ Photojournalism	Chapter 7
Week 6	Photography/Photojournalism	
	Motion Picture	Chapter 8
Week 7	Motion Picture	
	Television	Chapter 6
Week 8	Television	
	Test Chapter 5-9	
	Part Three Effects of Mass Communications	
	Advertising and Persuasion	Chapter 10
Week 9	Advertising and Persuasion	
	Public Relations	Chapter 11

Week 10	Mass Media News	Chapter 12
	Mass Communications: and New Technologies	Chapter 13
Week 11	Mass Communications: and New Technologies	
	Computers and Data Processing	Chapter 14
Week 12	Test Chapters 10-14	
	Wire Service Syndicates and Networks	Chapter 15
Week 13	Control of Mass Media	Chapter 16
Week 14	Legal Issues	Chapter 17
	Audience Analysis	Chapter 18
Week 15	Media Ethics and Social Issues	Chapter 20
	Media Research	
	Summary of Course	
Week 16	Final Chapter 15, 16, 17, 18, 19, 20	

IV. Evaluation Methods

Methods Classes will be structured in such a way to allow the students maximum opportunity to experience each media form. Lectures, demonstrations, debates, and group activities utilizing as much of the media as possible will provide a format for these experiences. Students are encouraged to be critical of the media.

An important part of this course will be to examine pro and con arguments in communications media. On selected Fridays designated groups will debate one of the issues presented in the text **TAKEING SIDES: Clashing Views on Controversial Issues in Mass Media and Society**.

Early in the course you will be assigned to a team which will then be assigned one of the sides of an issue presented in the book. You of course will need to do further library research in order to gather further evidence to back your argument. In addition, you and your team will be expected to meet several times to plan a strategy for presenting your side of the argument. Your library research will need to be documented.

Your participation in this assignment will be graded by using a combination of the groups performance in the debate and a rating provided by each group member on your participation and involvement in the group.

Readings You are expected to read the text assignments BEFORE the class session so that you may contribute to discussions and ask questions. Classroom discussion quizzes, and test will cover this material and classroom presentations.

You will also be required to read the book **Three Blind Mice**. You will probably enjoy this selection. We will discuss this book in class and you will be asked to answer several essays on the book for one of the exams.

Tests and Exercises There will be four tests which will consist of multiple choice questions and several essay questions. The questions on these tests will be taken from the readings and classroom presentations. You will be made aware in advance what will be on each test.

Make-up test are given only under extreme circumstances. If sick, you must produce a doctor's excuse. If other reason, your must talk to me at least 72 hours in advance of the test

Final Exam Date Final Exam Date will be given at the beginning of the semester. Please make plans to take the exam on that date. I will give an earlier exam only if there is an emergency or a conflict with another exam.

During the semester you will be asked to participate in a variety of classroom exercises. Your participation in these exercises will be counted as part of your final grade. If you miss a class where we do an exercise, there is no way to make up the exercise, however, you will be able to miss two of the exercises and not lose any points.

Evaluation The following is a rough breakdown of how each assignment or test will be weighed.

Four textbook exams	70%
Exercises	20%
Debate	<u>10%</u>
	100%

** I reserve the right to change the weighting of each grading assignment.

V. **Example Grading Scale**

The following grading scale will be used:

90%-100% = A
 80%-89% = B
 70%-79% = C
 60 %-69% = D
 Below 60% = F

VI. **Undergraduate Course Attendance Policy**

Attendance Class attendance will be to your benefit. During class time we will not only discuss the required readings and classroom presentations. You will be made aware in advance what will be on each test.

VII. **Require Textbook(s), Supplemental Books and Readings**

An Introduction to Mass Communications John Bittner, 5th Edition, 1991

Taking Sides: Clashing Views on Controversial Issues in Mass Media and Society Alison Alexander and Jaruce Hanson, 2nd Edition, 1993

Three Blind Mice: How the TV Networks Lost Their Way K. Aulette, Randomhouse, February 1991

VIII. **Special Resource Requirements**

None

IX. **Bibliography**

There is no bibliography for this course

Online Syllabus

COMM 101

Communications Media in American Society

Instructor: Dr. Kurt Dudt
121 Stouffer Hall
1175 Maple Street
Indiana, PA 15705
Phone: 724-357-2492
E-Mail: kdudt@iup.edu

Campus Office Hours: [To be added]

Online Office Hours: [To be added]

[Course Description](#) | [Course Objectives](#) | [Texts and Materials](#) | [Required Technology Skills and Software](#) | [Technical Support](#) | [Participation Requirements](#) | [Grading](#) | [Student Evaluation](#) | [Course Schedule](#) | [Bibliography](#) | [Appendix-Student Outcomes Assessment Matrix](#)

Course Description

Title: COMM 101: Communications Media in American Society

Credits: 3

Prerequisites: None

Description: Required of Communications Media majors. An introduction to the evolution, status, and future of communications media. Explores intrapersonal communication through self-assessment, values clarification, and feedback; interpersonal communication through interviews, observations, case studies, and gaming; and mass communications through the examination of the processes and the technology utilized to disseminate and manage information. Career paths, field applications, professional associations, and the primary literature are investigated.

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Course Objectives

At the end of this course, the student should be able to

- . Describe the major components of the communications process and explain how each component is related to the other components
- . Trace the historical development of communications media
- . Describe the different technologies employed to deliver communications media
- . Explain the economics of communications media
- . Summarize the impact and effects communications media has on our society
- . Consume media with critical eyes and ears

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Texts and Materials

Required

- . John Vivian *The Media of Mass Communications, Eighth Edition* (Allyn and Bacon, 2008).
- . [Insert Liberal Studies Reader here. It is up to the individual instructor to choose either the Common Freshman Reader or a work of fiction or non-fiction for incorporation into the course. It will be up to the individual instructor teaching the course to relate this content to the course content and to provide

Supplemental

There are no supplemental texts for this course.

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Required Technology Skills and Software

Technology Skills

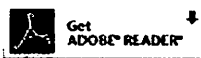
Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use WebCT system and associated tools, including discussion, quizzing, and assignment submission features
- The ability to use word processing software and to save in desired formats
- The ability to use Internet communication tools, including e-mail and discussion boards
- The ability to demonstrate netiquette (appropriate online conduct)

Software

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

[Adobe Reader](#)



[Flash Player](#)



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Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's student helpdesk at 724-357-4000 between 7 a.m. and 6 p.m. Eastern Time. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at <http://old.www.iup.edu/itsupportcenter/helpform.shtm>.

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Participation Requirements

Course Participation

Participation in the course is imperative to the successful completion of the course. The course has been divided into courseweeks. Each course week begins on Sunday at 12 a.m. EST and ends on Friday at 11:55 p.m. EST. Each course week consists of readings from the text, chapter quizzes, and additional activities including reflection assignments and course discussions. All work assigned during the course week must be completed within the courseweek it is assigned. Therefore, it is important for you to log into the course early in the week and to read all online materials and directions. Late work will not be accepted.

Additional points that should be noted include the following:

Study Guides and Review Activities--For each chapter a pdf study guide and interactive review activity have been created to assist you in studying key points and information presented in the course. Please take advantage of these resources and use them. Discussion space will be set aside for questions and opportunities to review the correct answers for these.

Reflective Assignments--Because the purpose of this course is to help you to develop a critical eye in examining the media, you will periodically have reflective assignments to help you examine various aspects of the media. These assignments are your opportunity to apply the concepts and ideas presented in the text to real-world situations. These assignments are also an opportunity to receive feedback that will help you to prepare for the three unit projects presented as part of the course.

Course Discussion--Course discussions also will provide you with an opportunity to ask questions and increase your understanding of the concepts presented. Informal and assigned course discussions will be used as a means of communication throughout the course. For informal discussions, you may post your questions and add your input regarding course topics. For assigned discussions, you will be expected to contribute to the discussion either a comments or questions that somehow tie to the course content. A minimum of two posts is expected for assigned course discussions.

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be followed for this course:

- . Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- . Read all postings before posting your responses to discussion topics so as to not repeat information.
- . Keep chat comments brief and to the point. If longer comments are necessary, use <more> and <end> to indicate lengthy messages and when you are finished.
- . Focus on one topic at a time when chatting or posting to discussions.
- . Remember that, unlike in face-to-face learning environments, what you say in discussions and chats is documented and can be revisited. Choose your words and discussion topics carefully.
- . Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.

Students with Disabilities

If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations.

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. Academic integrity means:

- . Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.
- . Using unauthorized materials and resources during quizzes and tests.
- . Possessing course examination materials without the prior knowledge of the instructor.
- . Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.
- . Engaging behaviors that are disruptive or threatening to others.
- . Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty uses a variety of technologies to check the authenticity of student work.

Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies or online at

<http://www.old.iup.edu/registrar/catalog/acapolicy/index.shtm#Academic Integrity Policy and Procedures>.

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Student Evaluation

The following methods will be used for evaluative purposes in this course:

Chapter Quizzes	18 x 20 = 360	25%
Reflective Assignments	8 x 20 = 160	11%
Course Discussions	8 x 10 = 80	6%
Exams	3 x 75 = 225	16%
Unit Projects	3 x 200 = 600	42%
Total	1425	100%

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Grading

The following grading scale will be used:

90%-100% = A

80%-89% = B

70%-79% = C

60 %-69% = D

Below 60% = F

Incomplete Grades

Incomplete grades will only be granted only in the event of "major life crises." The instructor reserves the rights of judgment as to what qualifies as a "major life crisis."

Withdrawal Grades

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. Students who fail to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade

If you disagree with the awarded grade or feel an error exists in the grade calculation, please contact your instructor to arrange a conference regarding your grade.

Changes

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

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Course Schedule

Prior to the course	Module 0: Introduction to COMM 101
Week 1	Module 1: Chapter 1: Mass Media Literacy, Module 2: Chapter 15: Mass Communication
Week 2	Module 3: Chapter 22: Visual Messages, Project 1
Week 3	Module 4: Chapter 2: Books, Module 5: Chapter 3: Newspapers, Module 5: Chapter 4: Magazines
Week 4	Module 4: Chapter 2: Books, Module 5: Chapter 3: Newspapers, Module 5: Chapter 4: Magazines (continued)
Week 5	Exam 1
Week 6	Module 6: Chapter 5: Recording, Module 7: Chapter 7: Radio
Week 7	Module 8: Chapter 10: Movies, Module 9: Animation
Week 8	Module 9: Chapter 8: Television, Project 2
Week 9	Module 10: Chapter 9: The Internet, Module 11: Games
Week 10	Exam 2
Week 11	Module 12: Chapter 11: Public Relations, Module 13: Chapter 12: Advertising
Week 12	Module 14: Chapter 18: Global Mass Media

Week 13	Module 15: Chapter 16: Mass Media Effects, Module 16: Chapter 17: Media and Society
Week 14	Exam 3 and Final Project

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Appendix—Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1 - 2 - 3	1 - 2 - 3 - 4 - 5	1	Exam01 Exam02 Exercise01 Final Exam
1 - 2 - 3	1 - 2 - 3 - 4 - 5	2	Exam03 Exam04 Exam05 Exam06 Exam07 Exam08 Exam09 Exam10 Final Exam
1 - 2 - 3	1 - 2 - 3 - 4 - 5	3	Exam03 Exam04 Exam05 Exam06 Exam07 Exam08 Exam09 Exam10 Final Exam

1 - 2 - 3

1 - 2 - 3 - 4 - 5

4

Exam03

Exam04

Exam05

Exam06

Exam07

Exam08

Exam09

Exam10

Exercise01

Exercise02

Exercise03

Exercise04

Exercise05

Final Exam

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Compiled Sample Modules

2. COMM 101 Module 0 Overview

Introduction to COMM 101

Overview

Welcome to COMM 101: Communications Media in American Society. In this course, we will explore the components of communication, the media themselves, and the effects that each of in our daily lives. Along, the way, you will see familiar (and unfamiliar) media images, personalities, and messages. My goal is that you will begin to look at these messages with a critical eye and to examine issues, such as why messages are presented in the variety of ways, how messages fail/succeed, and why messages are presented in the way in which they are presented.

Before our time together, please take some time to review the material presented in this module. The syllabus and other materials presented in this module will help you to become better acquainted with what to expect over the coming weeks. Additionally, there have been assignments built into this module to help the me to get to know you and what you want to get out of this course.

I look forward to our time together. Please feel free to contact me if you any questions regarding the course or the syllabus.

Best regards,

Dr. Kurt Dudt

3. COMM 101 Module 0 Objectives

Introduction to COMM 101

Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus.
- Commit to the expectations set forth in the syllabus and course introduction.
- Explain his or her interest in studying communications media.

4. COMM 101 Module 0 Lesson

Introduction to COMM 101

Lesson Guide

The following activities are designed not only to familiarize you with the course and course policies and expectations but to allow the instructor an opportunity to get to know you and your interest and intent for studying the communications field. Prior to the first day of class, complete the following activities:

Course Policy Review

Read the syllabus by clicking this link (will open in a new window) or by clicking syllabus link in the Course Menu on the left-hand side of this WebCT course page (will open the file in the WebCT window). Please read carefully and note any questions you may have regarding course policies and expectations, schedules, etc. Any questions you have should be sent to your instructor via IUP e-mail. At the completion of this module, you will be asked to commit to course policies.

Introduction Writing Assignment

This is a brief (one- to two-page) informal writing assignment so that I can get to know a little bit about you and some of your interests with regard to the communications field. Some things that you might address in the assignment include the following:

- Why have you chosen to study communications media?
- What are some areas of communications in which you have particular interest?
- What do you hope to gain from this course?

5. COMM 101 Module 0 Assessment

Introduction to COMM 101

Assessment

Prior to the first official day of class, complete the following items:

Commitment to Course Policies

The activity in this section can be access by clicking on the Tests/Quizzes link on the Course Menu at left, or you may click on the Quiz link in the Action Menu above or by selecting Test/Quizzes in the Course Menu at left. The syllabus represents a contract between yourself and the instructor. Your response is not being graded, this is simply a way for you to sign off that you understand the policies set forth in the syllabus and that you agree to follow them. If you have any questions regarding this procedure, please feel free to contact the instructor by the method set forth in the syllabus.

Introduction Writing Assignment

Write a brief (one- to two-page) informal paper in which you introduce yourself and tell a little bit about your interest or knowledge of communications media. Some topics to discuss in your assignment might include the following:

- Why have you chosen to study communications media?
- What are some areas of communications in which you have particular interest?
- What do you hope to gain from this course?

Papers should be typed and submitted in Rich Text Format (.rtf) via the Assignment drop box for on the course WebCT page. In the drop box area, you will see an assignment area for Module 0. There is a link directly to the drop box on the Course Menu at left. The file should be named using the following naming convention [last name and first initial]introduction (i.e., SmithJintroduction).

2. Overview

Chapter 1: Mass Media Literacy

Overview

Mass media (e.g., newspapers, radio, books, and television) provide a means by which thoughts and ideas can be communicated to large numbers of people through sight, sound, and the printed word. The media convey a variety of messages with a variety of purposes and thus have a variety of effects.

In studying the media, what can we learn about the media itself, the purposes for which it is used, and the effects it has on society? Watch *The Right Copy* video below and think about the following questions. For fun, have someone watch with you and compare your responses:

- Were you able to watch the video without recognizing any of the images?
- Multiple clips appear in the video. Overall, for what types of purposes might have the clips have been produced?
- What items from the video have been the topic of or come up in conversation between you and your peers?

Alternately, ask yourself the following questions:

- Do you remember a time when you were not in contact with some medium?
- What was the last medium with which you came into contact?
- What was the purpose of the message presented in this medium?
- After your contact with the medium, did you discuss or share it with someone else?

Video: *The Right Copy* by Kenny Kilfara

NOTE: You may download a copy of this video using the links below.

The Right Copy (High-Quality Quicktime Format, 313 MB)

The Right Copy (Windows Media Format, 37.3 MB)

3. Objectives

Chapter 1: Mass Media Literacy

Objectives

At the completion of this module, the student will

- Describe the major characteristics of mass media.
- Describe the societal impact of media.
- Identify the primary mass media.
- Outline the key features of each medium.
- Summarize how technology melding has influenced media.
- Differentiate mainstream media with new media.
- Compare and contract mass media models.

- Discuss the economic realities of mass media.
- Summarize conglomeration and its effects.

4. Lesson

Chapter 1: Mass Media Literacy

Lesson Guide

For this lesson, complete the following items:

Readings

Read Chapter 1: Mass Media Literacy in Vivian. The Chapter 1 Study Guide has been developed to assist you as you read and can be downloaded by clicking here.

Once you have completed your reading and the Study Guide, use the review activities in the Review section of this module to test your knowledge of the material and to prepare for the Chapter 1 Quiz.

5. Review

Chapter 1: Mass Media Literacy

Review Activities

Choose from the activities below to review the Chapter 1 content.

**Quiz
Challenge**

Alternative Text for Accessibility

iPod and Small Screen Device downloads

6. Assessment

Chapter 1: Mass Media Literacy

Assessment

When you have finished reviewing the Chapter 1 content, complete the following assignments:

Chapter 1 Quiz

Click on the Quiz link in the Action Menu above or access the Tests/Quizzes icon on this course's WebCT homepage. Take the Chapter 1: Mass Media Literacy Quiz. The Taking Tests/Quizzes in WebCT help sheet has been provided to assist you and can be downloaded by clicking here.

Chapter Reflection

Write a one-page reflection answering the question, "How do the mass media contribute to social consensus and also to divisiveness?". Papers should be typed double-spaced and submitted in Rich Text Format (.rtf) naming the file as [last name and first initial]reflection1 (i.e., SmithJreflection1). Papers should be submitted

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via the Assignment drop box for this course. Access the Assignment drop box by clicking the Assignments link in the Course Menu at left. Submissions should be made under the Chapter 1 Reflection assignment.

2. Overview

Chapter 15: Mass Communication

Overview

The video below is an example of mass communication. The instructor in the video is attempting to convey a message. Is this message effective? If not, what prevent the message from being effective? Do the errors occur on the sender or the receiver's end of the message or both?

NOTE: A transcript of the video is available by clicking [here](#).

Video: Effective or Ineffective Communication?

In studying mass communications, practitioners pay attention to the components of communication to assure their message is delivered accurately and is clearly understood. In this module, we will explore the components of communication and components to consider when evaluating mass communication and media messages.

3. Objectives

Chapter 15: Mass Communication

Objectives

At the completion of this module, the student will

- Compare and contrast the different forms of communication.
- Identify the characteristics of the five M's of mass communication.
- List the fundamental components of communication and their characteristics.
- Identify people and institutions who influence media processes.
- Explain the possible impediments to communication.
- Outline the possible results of mass communication.

4. Lesson

Chapter 15: Mass Communication

Lesson Guide

For this lesson, complete the following items:

Readings

Read Chapter 15: Mass Communication in Vivian. The Chapter 15 Study Guide has been developed to assist you as you read and can be downloaded by clicking [here](#).

Interactive Tutorial

Through your reading, you should have become familiar with the basic components of communication processes--stimulation, encoding, transmission, decoding, and internalization. You should also have familiarized yourself with impediments to communication--noise and filters. The tutorial takes a look at some communication models not introduced in your text and demonstrates how communication takes place

linearly, interactionally, and transactionally.

Access the tutorial by going to <http://pirate.shu.edu/~yatesdan/Tutorial.htm> or by clicking here. These links will take you to a Web page with a Flash tutorial titled Communication. To begin the tutorial, click the Tutorial link in the Flash file. Use the controls at the bottom of the tutorial to navigate through the tutorial. The triangle on the right, pointing right will advance you through the tutorial. The triangle on the left, pointing left will allow you to move backward through the tutorial. The house-shaped button in between the two buttons described above will take you home.



Graphic: Tutorial control panel.

Once you have walked through the tutorial, take the Tutorial Quiz at the end to test your knowledge and review. Additionally, you can access Tutorial, Models, and Terms at any time from the Home page of the tutorial by clicking on the button for the appropriate section.

An alternate text version of the tutorial is available here.

5. Review

Chapter 15: Mass Communication

Review Activities

Choose from the activities below to review the material presented in Chapter 15.

**Quiz
Challenge**

Alternative Text for Accessibility

iPod and Small Screen Device downloads

6. Assessment

Chapter 15: Mass Communication

Assessment

When you have finished reviewing the Chapter 15 content, complete the following assignments:

Chapter 15 Quiz

Click on the Quiz link in the Action Menu above or access the Tests/Quizzes icon on this course's WebCT homepage. Take the Chapter 15: Mass Communication. The Taking Tests/Quizzes in WebCT help sheet has

been provided to assist you and can be downloaded by clicking [here](#).

Chapter Reflection

From your own experience, describe a message that went awry as it moved through the communication process. Describe the effect process in terms of context, field of experience, sender, receiver, encoding, decoding, perception, etc. Where might the disconnect have happened? Were there gatekeepers and/or regulators involved in the process?

Papers should be at least one page in length typed double-spaced and submitted in Rich Text Format (.rtf) naming the file as [last name and first initial]reflection15 (i.e., SmithJreflection15). Papers should be submitted via the Assignment drop box for this course. Access the Assignment drop box by clicking the Assignments link in the Course Menu at left. Submissions should be made under the Chapter 15 Reflection assignment.

2. Overview

Chapter 22: Visual Messages

Overview

LIFE magazine

launched in 1936 and practically became an overnight success. From the beginning, the magazine was designed to be visual, including over 50 pages of pictures, with most of the text reserved for photo captions. Over the course of 61 years and incarnations as a weekly, monthly, and weekend newspaper tabloid insert, *LIFE magazine* featured visual images by well-known photojournalists, including Gordon Parks, Margaret Bourke-White, and Lee Miller.

LIFE magazine's final run ended in April 2007. However, the *LIFE* website has been maintained as a means of highlighting *LIFE's* history. The page can be accessed by going to <http://www.life.com>. In 2003, *LIFE* released a book titled *100 Photographs That Changed the World*, highlighting significant photographs of the last century. A sample of these photographs with short descriptions is available on The Digital Journalist website at http://digitaljournalist.org/issue0309/lm_index.html.

In examining the images from *100 Photographs That Changed the World* on The Digital Journalist website, what jumps out at you? More specifically, examine the photographs drawing on the following questions:

- What images do you particularly react to?
- What images are familiar to you?
- What images, if any, do you feel should not have been taken? Why?
- What messages, if any, are communicated through these images?

In this module, we will look at visual images, including artwork and photographs, and the role they play in mass communication.

3. Objectives

Chapter 22: Visual Messages

Objectives

At the completion of this module, the student will

- Identify the different types of visual images presented in the mass media
- Explain the role of political cartoons and comics in the mass media
- Describe the evolution of the photographic process in the mass media
- Summarize why photography is not a form of mass communication
- Name key advancements that allowed photography to advance as a medium
- Explain the role that photography played in documenting historical events in the last century
- Describe how photography is used as a means of persuasion
- Identify some of the ethical issues associated with photography as a medium

4. Lesson

Chapter 22: Visual Messages

Lesson Guide

For this lesson, complete the following:

Readings

Read Chapter 22: Visual Messages in Vivian. This is an electronic chapter available in PDF format.

Directions for accessing the electronic chapters are available by clicking [here](#).

As you read, use the Chapter 22 Study Guide to assist you in reviewing the chapter material. The Chapter 22 Study Guide can be downloaded by clicking [here](#).

5. Review

Chapter 22: Visual Messages

Review Activities

Choose from the activities below to review the material presented in this module.

**Quiz
Challenge**

Alternative Text for Accessibility

iPod and Small Screen Device downloads

6. Assessment

Chapter 22: Visual Messages

Assessment

Chapter 22 Quiz

Click on the Quiz link in the Action Menu above or access the Tests/Quizzes icon on this course's WebCT homepage. Take the Chapter 22: Visual Messages. The Taking Tests/Quizzes in WebCT help sheet has been provided to assist you and can be downloaded by clicking [here](#).

2. Project 1 Overview

Project 1

Overview

Communications media researchers study communications to determine effective ways to communicate ideas through a variety of media. These studies result in development of communications models and the identification of concepts, such as binding influence, shared field of experience, and noise. Communications media practitioners use this information to identify and evaluate problems within communication and to design effective communications.

This project draws on your familiarity with the communication concepts and components of communication introduced so far in your text and through the online tutorial at <http://pirate.shu.edu/~yatesdan/Tutorial.htm>. These specifically include the following:

- Information Source
- Entertainment Source
- Persuasion Forum
- Binding Influence
- Mainstream Media
- Alternative Media
- Underground Media
- High-Tech Media
- Intrapersonal Communication
- Interpersonal Communication
- Group Communication
- Mass Communication
- Communicator
- Encoding
- Decoding
- Meaning
- Transmitting
- Receiving
- Sending
- Perceiving
- Noise (Semantic, Channel, and Environmental)
- Background
- Channel
- Message
- Context
- Field of Experience
- Filters (Informational, Physical, and Psychological)
- Feedback

3. Project 1 Objectives

Project 1

Objectives

Through this project, the student will

- Identify the key components of communication
- Evaluate a communication using terms and concepts used to date
- Suggest alternatives/methods to improve communication

4. Project 1 Assessment

Project 1

Assessment

Directions

For this assignment you will evaluate a communication using terms and concepts learned previously. You will have two options to consider in completing this assignment. Each of these options is outlined below.

Papers for either option should follow these guidelines:

- Papers should be a minimum of two pages in length.

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- Papers should be typed and saved in Rich Text Format (.rtf). Save and name the file [last name and first initial]project1 (i.e., Smith]project1). Papers should be submitted via the Assignment drop box for this course. Access the Assignment drop box by clicking the Assignments link in the Course Menu at left. Submissions should be made under the Project 1 assignment.
- Within the assignment, be sure to designate whether you are completing Option 1 or Option 2.
- This assignment is worth 30 points.

Option 1

Select an ad appearing in a mass medium (e.g., TV, magazine, or Web). Using the communications models and related concepts, evaluate the ad in terms of its effectiveness and/or the impediments that prevent the ad from communicating its message effectively.

Option 2

Select a person with whom you have difficulty communicating. Using communications models and related concepts, identify where the difficulty exists in the communication and what can be done to improve the communication.

Sample Study Guide

COMM 101: Communications Media in American Society

Chapter 1: Mass Media Literacy Study Guide

1. The mass media possess four major characteristics. Describe what is meant by each of these:
 - a. Pervasiveness
 - b. Information Source
 - c. Entertainment Source
 - d. Persuasion Forum

2. The binding influence of the media is _____ . What effect is the 500-Channel Universe having on this binding influence?

3. Using each of the chart below, list the three primary mass media and characteristics and examples of each.

Medium:	Characteristics:	Examples:
Medium:	Characteristics:	Examples:
Medium:	Characteristics:	Examples:

4. What are some examples of media melding?
5. How has media melding influenced the media?
6. How do mainstream media differ from new media?

7. List the characteristics of each of the mass media models listed below:

a. Hot-Cool Model

b. Entertainment-Information Model

c. Content-Distribution Model

d. Elitist-Populist Model

8. How are different media funded?

9. Define conglomeration

Screen Captures



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Communications Media in American Society



Syllabus and Orientation
(Start Here)



Announcements



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Technical Support



Screen capture of the course homepage

Quiz EXIT

Read the question and click the letter that corresponds with the correct answer.

Chapter 1: Mass Media Literacy

The mass media inform through

- A) demassification.
- B) news stories and advertisements.
- C) recorded music and radio.
- D) conglomeration.
- E) globalization.

Select Answer: **A B C D E** 1 of 10

Next Question Reset Shuffle Help StudyMate by Respondus

CHALLENGE EXIT

Select a topic and point value. Read the question and click the letter that corresponds with the correct answer.

Chapter 1: Mass Media Literacy				
Mixed Topics-1	Mixed Topics-2	Mixed Topics-3	Mixed Topics-4	Mixed Topics-5
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Total Score: 0

How do mass media bind communities together?

- A) distorting reality to disgust the audience
- B) manipulating audiences to accept the big lie
- C) denying people the information they need at election time
- D) focusing on segment audiences within the population
- E) creating common experiences among audience members

Select Answer: **A B C D E**

Show Answer Reset Help StudyMate by Respondus

Screen captures StudyMate review activities

Glossary
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[A](#) - [B](#) - [C](#) - [D](#) - [E](#) - [F](#) - [G](#) - [H](#) - [I](#) - [J](#) - [K](#) - [L](#) - [M](#)
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[Others](#)

Search Results: C

C	
chemical media	underlying technology for movies is photographic chemistry
circulation	number of copies of a publication that circulate
conglomeration	combining of companies into larger companies
content-distribution model	divides functions of media companies into a creation category, like producing a television program, to a distribution function, like delivering the program on a cable system
cool media	media that can be used passively

Screen capture of WebCT glossary page

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Resources

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