



COMM 1307: Introduction to Mass Communication

Course Syllabus: FALL 19

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1:30-5:00	1:30-5:00		1:30-5:00		NA

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

COURSE DESCRIPTION:

3 credit hours.

Lecture/Lab/Clinical: Three hours of class each week.

This is a freshman course in the development of the mass media in America with emphasis on newspapers, magazines, radio and television; brief study of the historical development of the mass media; social, economic and cultural responsibilities of the mass media.

REQUIRED TEXTBOOK:

Vivian, John. The Media of Mass Communication; Eleventh Edition

PUBLISHER: Pearson; Boston

ISBN NUMBER: 978-0-205-02958-7

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course:

1. Demonstrate understanding of the fundamental types, purposes, and relevance of mass communication.
2. Demonstrate understanding of mass media in historic, economic, political, and cultural realms.
3. Demonstrate understanding of the business aspects of mass media and the influence of commercialism.
4. Demonstrate understanding of evolving media technologies and relevant issues and trends.
5. Demonstrate understanding of mass media values, ethics, laws, and industry guidelines.
6. Demonstrate understanding of globalization of mass media.
7. Demonstrate understanding of media effects on society.

COURSE OBJECTIVES:

Working in a spirit of inquiry and dialogue, upon successful completion of this course, you will:

1. Apply a variety of invention strategies that generate topics and ideas suitable for discussion topics and writing at an analytical level.
2. Apply a variety of organizational strategies that use critical thinking skills to develop a logical progression of ideas and supporting evidence for in-class discussions and written assignments.

LECTURES & DISCUSSIONS:

Lectures will be supplemented by the reading assignments given in class. You are required to read assignments and participate in classroom discussions. Intro to Mass Communication focuses on various types of mass media including books, magazines, television, film, radio, newspapers, the Internet and social media. Students will be asked to perform research on subjects related to these types of media and be prepared to engage in classroom discussions on a diverse range of media-related topics.

COURSE/ASSIGNMENTS GRADES:

Your assignments will be evaluated using the following point values:

Four writing assignments @ 100 points each	400 Points
Four online discussions @ 100 pts. each	400 Points
Magazine design project and presentation	200 Points
Two test @ 100 points each	200 Points
Media Literacy Research Essay	200 Points

Total

1400 Points

ASSIGNMENTS:

Conscientious and timely completion of assignments is essential for success in this communication course. All papers must be typed in MLA format (unless instructor says otherwise) and submitted in class on the due date.

WRITING ASSIGNMENTS:

Please follow these instructions when writing your papers:

- Writing assignments must be typed in MLA format.
- Use Times New Roman 12 pt. font.
- Double-space.
- Pay attention to spelling, grammar and punctuation.
- Due dates for all reading and writing assignment will be assigned during class and will also be noted in the class calendar.
- Submit your papers to your instructor in class or through email.
- **Late papers are only accepted at the instructor's discretion and will not receive full credit. Emergency situations will be handled on an individual basis.**

EVALUATION CRITERIA (RUBRIC) FOR WRITING ASSIGNMENTS

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Grade	Criteria
90-100	The writing assignment provides a well-organized response to the topic and maintains a central focus. The ideas are expressed in appropriate language. A sense of pattern of development is present from beginning to end. The writer supports assertions with explanation or illustration, and the vocabulary is well suited to an academic paper. Sentences and phrasings within sentences reflect a command of standard written English, including what constitutes a complete sentence. Grammar, punctuation, and spelling are almost always correct.
80-89	The writing assignment provides an organized response to the topic. The ideas are expressed in clear language most of the time. The writer develops ideas and generally signals relationships within and between the paragraphs. The writer uses vocabulary that is appropriate for the topic and avoids oversimplifications or distortions. Sentences generally are complete and also grammatically correct, although some grammatical errors may be present when sentence structure is particularly complex. With few exceptions, punctuation and spelling are correct.

70-79	The writing assignment shows a basic understanding of the demands of organization, although there might be occasional digressions. The development of ideas is sometimes incomplete or superficial, but basic logical structure can be discerned. Vocabulary generally is appropriate for the essay topic but at times is oversimplified. Sentences reflect a sufficient command of standard written English to ensure reasonable clarity of expression. Sentence fragments, fusions, and comma splices may be present. Grammar is usually, although not always, correct. Common words are spelled correctly but more difficult words may be misspelled.
60-69	The writing assignment provides a response to the topic but generally has no overall pattern of organization or begins with a response to the topic but does not develop the response. Some paragraphs have adequate structure, but ideas are often undeveloped or are repeated and/or seem to be presented randomly. The writer generally does not signal relationships within and between paragraphs. The writer uses informal language frequently and writes in a conversational style when appropriate academic prose is needed. Vocabulary seems limited and words may be misused. Sentences are often simplistic and lacking in variety. Sentence phrasing obscures rather than enhances clarity of expression. The writing assignment has recurrent grammatical problems or has occasional problems <i>only</i> because of the narrow range of sentence and language variety. Fragments, fusions, and comma splices are common. Punctuation, and spelling errors occur often.
Below 50	The writing assignment suffers from general incoherence and has no discernible pattern of organization. It displays a high frequency of error in the regular features of standard written English. Lapses in punctuation, spelling, and grammar often frustrate the reader. Or, the writing assignment is so brief that any reasonably accurate judgment of the writer's competence is impossible.

READING ASSIGNMENTS:

Students are expected to prepare by researching and reading assignments before coming to class. Students may be asked to respond to readings by writing in class or during class discussions. Failure to complete research on media related topics or to read and respond effectively to reading assignments will affect your grade in the course.

COURSE EXPECTATIONS:

To complete this course successfully, you should do the following:

- Participate in the course activities.
- Read all of the textbook assignments.
- Complete both in-class and outside assignments.
- Participate actively and meaningfully in all discussions.
- Prepare and submit all writing assignments on time.

STUDENT RESPONSIBILITIES:

Please try to make it to class on time. We normally start lecture, discussions or writing on topics at the beginning of class. Please don't engage in casual conversations during our lecture, discussion and group times or while we're working on other assignments. I reserve the right to act as necessary to maintain a productive class environment, including asking disruptive students to leave, and in extreme circumstances, dropping chronic disruptors from my course. I will not tolerate uncivil behavior toward other students during class discussions. Uncivil behavior includes interrupting others while they have the floor, rude responses to the ideas expressed by others, and the use of racial, ethnic, sexual, gender, or religious slurs.

Cell phones and other electronic devices should not be used during class time. That includes not only phone calls but text messaging as well. Lap top computers should only be used during class writing or reading assignments.

COURSE EVALUATIONS:

Toward the end of the course you will be asked to complete an online course evaluation. Students are encouraged to fill out an online evaluation for each of their courses. This will be your opportunity to share important feedback on each of the courses you take at NTCC and the faculty member who teaches the class. Please watch for info

about the evaluation on your NTCC email account and make sure you participate in evaluating your experiences in the classroom.

ATTENDANCE/PARTICIPATION POLICY:

Attendance will be taken daily either orally or by a sign-in sheet. If you come to class late, it is **YOUR** responsibility to make sure that the instructor counts you in attendance for that day. Students who miss more than five class periods will be subject to failure in this course.

WITHDRAWAL POLICY/DATE:

IT IS YOUR RESPONSIBILITY TO DROP A COURSE OR WITHDRAW FROM THE COLLEGE. FAILURE TO DO SO WILL RESULT IN RECEIVING A PERFORMANCE GRADE, USUALLY A GRADE OF "F."

NTCC ACADEMIC HONESTY STATEMENT:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

ACADEMIC ETHICS:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA STATEMENT:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in the Student Services. **She can be reached at 903-434-8264.** For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Syllabus Acknowledgement Statement

A syllabus is a binding contract between the student, instructor and the institution. As such, all students enrolled in this course are asked to closely read the syllabus and sign this syllabus acknowledgment.

By signing the acknowledgment, you are agreeing to the following:

1. I have read the syllabus and understand the course description and course goals, the student learning outcomes, the expectations of the instructor, the assignment directions, the section on academic ethics and honesty, and the responsibilities I have as a student in this course. If I do not believe that I can complete the requirements outlined in the syllabus, it is my responsibility to withdraw from the course.

(Please circle one)

A. Agree

B. Disagree

2. I have read the information provided in the syllabus on academic ethics and honesty. I understand that if I am discovered to be cheating or colluding on work assigned in this class, I could receive a zero for the assignment. I also understand that if I am found to have submitted a paper for credit that contains any amount of plagiarized material, I could receive a grade of "F" for the assignment or for the entire course.

(Please circle one)

A. Agree

B. Disagree

Signature _____