



Course Outline

CMN 101
Course Number

Mass Media
Course Title

3
Credits

3 lecture
Hours: lecture/laboratory/other (specify)

Catalog description:

Survey of the growth and development of books, newspapers, magazines, film, radio, television, cable, the Internet, and new media delivery systems. Analysis of the mass media's impact on society and individuals, and whether the media effectively fulfill their functions as deliverers of information, persuasion, entertainment, and culture.

Prerequisites:

Co-requisites: ENG101

Required texts/other materials:

Rodman, D. (2010). *Mass Media in a Changing World* 3rd Ed. (New York: McGraw-Hill)

Last revised: July, 2009

Course Coordinator: Donna Munde, ET125, Extension 3332 – munded@mccc.edu

Course goals:

The student will be able to:

CMN 101 Mass Media is designed to help you achieve the following goals:

- Recognize the role of media in changing political, social and cultural dynamics on the global stage.
- Develop an historical sense of how mass communication technologies originated, adapted and developed.
- Critique and analyze the variety of relationships between media and their audiences.
- Understand the ongoing government regulation of the U.S. media, as well as the constitutional principles that guide it.
- Recognize the ethical and philosophical issues that arise in media culture, and understand the range of viewpoints regarding each issue.
- Understand the behind-the-scenes operations and decision-making processes of all major mass communication industries.
- Recognize the relationships between the mass media and the advertising and public relations industries.

Course-specific General Education Goals and Objectives.

- Students will be able to interpret and judge mediated information, persuasion and entertainment. (MCCC Core Skills Goal D)
- Students will be able to assess the quality of news as information. (MCCC Core Skills Goal D)
- Students will be able to think, write, and speak critically about the effects of mass produced culture on individuals and society. (Gen Ed Goals 1 and 5)
- Students will communicate effectively with diverse individuals and groups to understand the impact of mass communication in the modern world. (Gen Ed Goal 8)
- Students will be able to speak, write, and think critically about the impact of media conglomerates on world cultures. (Gen Ed Goals 8 & 9, MCCC Core Skills Goal A and B)
- Students will be able to recognize and evaluate ethical situations commonly faced by mass media professionals. (Gen Ed Goal 9 and MCCC Core Skills Goal C)
- Students will be able to trace the key turning points in the history and development of each of the traditional mass media as well as new media delivery systems. (Gen Ed Goal 7)
- Students will be able to assess and criticize the impact of both advertising and public relations on the mass media, individuals and society. (MCCC Core Skills Goal B)
- Students will be able to identify and analyze the evolution of current industry and regulatory trends. (Gen Ed Goal 5)
- Students will be able to use the Internet and library resources including library databases to acquire information about mass communication and its impact on individuals and society. (MCCC Core Skills Goal D)

Units of study in detail.

Unit I **Introduction to Mass Media’s Impact on Individuals and Society**

Learning Objectives

- Define the terms: mass media, mass medium, mediated communication, interpersonal communication, gatekeeper, new media, marketplace of ideas, consumer marketplace, advertising marketplace, channel noise, semantic noise, channel, feedback, model, wire service, media convergence, media mix, and cultural imperialism.
- Differentiate between new and convergent technologies.
- Understand the supply and demand structure of the mass media as businesses.
- Differentiate between interpersonal communication and mass communication.
- List and describe the three communication markets.
- Relate how media convergence impacts the consumers of mass media products.
- Provide an example of Marshall McLuhan's concept of the “Global Village.”

Unit 2 **Journalism, Information and Society**

Learning Objectives

- Define these terms: journalism, seditious libel, social responsibility theory, muckraking, sound bites, infotainment, knowledge gap, objective journalism, new journalism, public journalism, and agenda-setting.
- Discuss the contributions of Edward R. Murrow and Peter Zenger to the development of journalism.
- List the factors that contributed to the development of the reporter.
- Describe the fundamental differences between print and broadcast reporting.
- Connect the Bill of Rights and the First Amendment to the importance of journalism in American Democracy.
- Name several news values.
- Describe the occupation of journalist.
- List several of the challenges facing both print and broadcast journalism today.

Units 3-9 **For each of the mass media (books, newspapers, magazines, radio, film, the recording industry, television and cable television)**

Learning Objectives

- Trace turning points in the history and development of each media industry.
- Examine the current market structure of each media industry.
- Analyze the cultural and social impact of each of the mass media.
- Describe how each of the mass media has adapted as new media forms emerged.
- List several challenges facing each media industry.
- Discuss the impact of the Internet on each of the traditional media.
- Criticize the impact of advertising and public relations on each of the mass media
- Relate the impact of self-censorship and government controls on the content of the mass media.
- Assess whether the media are fulfilling their functions as deliverers of information, entertainment, and culture.

Unit 10 Ethics and the Mass Media

Learning Objectives

- Define “ethics”
- Compare and contrast the ethical theories of Aristotle, Kant, Mill and Bentham, Rawls, and Judeo-Christian ethics.
- Explain political and economic demand for ethical behavior in the mass media.
- Suggest ethical solutions to a mass media case study,
- Identify the ethical codes of several mass media organizations,

Unit 11 Mass Communication Research: From Content to Effects

Learning Objectives

- Define communication research.
- Distinguish the difference between social science approaches and critical approaches to the study of media effects.
- Differentiate between qualitative and quantitative research methods.
- Describe the results of several of the research studies on mass media effects, including the “magic bullet theory,” “limited effects theory,” “moderate effects,” “uses and gratifications research,” and “cultivation research.”
- Identify the work of Lazarsfeld, Schramm, the Frankfurt School, and Gerbner.

Evaluation of student learning:

GRADES

Your grade will be based on your performance on weekly assignments, a Mid Term and Final Examination, and a research paper.

- Weekly written homework assignments and classroom discussion = 10%
- Four quizzes @ 10% each = 40%
- Mid Term and Final Exam: 15% each = 30%
- Course Project (includes both a written report and oral presentation) = 20%

Deadlines: The written Project and the oral report on the Project are due on the dates assigned. This is a deadline. That is, since this is a course dealing with the Mass Media, all of which operate under tight and strict deadlines, I expect that students of the media will also adhere to deadlines. Any late written Project or oral presentation of the Project will receive a grade adjustment.

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work.

Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Students with Disabilities

Any student in this class who may have special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If you believe you are eligible for services or an accommodation, please contact Arlene Stinson, Director of Academic and Support Services in LB221 or ext. 3525