Catalog Course Description Studies the structure and functions of the mass media in the United States. This course discusses the organization, role, content, and effects that various mass media outlets - newspapers, magazines, television, radio, books, the Internet, and films - have upon society, people, government, and institutions. It also provides both a historical and present-day overview of the interaction between mass media and society with particular focus on the social influences (e.g., economics, politics, technology, law, and culture) that can shape media messages. Discussions pertaining to the social, cultural and technological forces impacting media today are also conducted.

Prerequisite Course(s) Required Eligibility for enrollment in English 101 and completion of any reading courses required by the College Testing and Placement Program

Text(s), required Campbell, Richard. Media Essentials. Boston, MA. Bedford/St. Martin’s, 2016 3rd Edition*

*The paper edition is available in the HACC bookstore bound with the course code for LaunchPad or your can purchase access to the E-text and LaunchPad the first time you log into the course through D2L.

Learning Outcomes
Upon successful completion of the course the student will be able to:

- Identify mass media industries and explain their history, organization, economics, strengths and weaknesses, technology, terminology and major trends of each

- Define and discuss the major laws affecting the mass media

- Evaluate the role of ethics as it relates to the mass communication professional

- Compare and contrast the impact that the mass media has on individuals, groups, institutions, governments and society and the ways in which each of these can influence the mass media

- Explain how technology has changed mass media delivery and consumption

- Explain mass media’s watchdog role in a democracy and the benefits of a free media to the individual and to society

**Methods of Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Media Profile Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Oral History Assignment</td>
<td>75</td>
</tr>
<tr>
<td>Discussions (5 @ 20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Learning Curves (14 @ 10 points)</td>
<td>140</td>
</tr>
<tr>
<td>Media Topic Paper</td>
<td>100</td>
</tr>
<tr>
<td>Introductory Discussion</td>
<td>10</td>
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<tr>
<td>Topic Paper Proposal</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>610</td>
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</tbody>
</table>

**Grading System**

- 610-546 A
- 545-485 B
- 484-424 C
- 423-363 D
- 362 and below F

**Assignments**

**Exams**- Multiple choice, true/False and short essay questions from the textbook and lecture notes. 50 points each, 3 exams

**Media Profile Assignment**- All written assignments will be assigned on an assignment sheet with a complete description. This 25-point assignment is a series of questions about your media usage and preferences. 25 points

**Oral History Project**- Interview a person in his or her seventies or eighties — someone who likes to talk! — and ask him or her questions about his or her mass media experiences in the twentieth century (1930s on). Use the questions below as a starting point. If you don’t have a family member or other acquaintance in this age bracket, there are plenty of retirement communities and nursing homes in the area filled with people who would love to talk to you. The questions are provided. You are required to type the responses into a paper format and complete a self-reflection about the experience and the assignment. 75 points
**Media Topic Paper** - Students will complete a 3-5 page paper on an APPROVED media topic via a topic paper proposal submitted to the instructor. APA Style, In-Text Citations, Double Spaced, 12 point type. At least 5 sources (only 2 internet sources .com, .net, .org and .edu), APA style reference page, no title page. Paper will be based on a thesis statement and contain no first person. 100 points.

**Learning Curve Assignments**

We will use LaunchPad to access the Learning Curve assignments. Access to LaunchPad is bound with your text. If you did not purchase the text from the bookstore, you can purchase access to LaunchPad the first time you access the site. There is a module included in the course which shows you how to access the LaunchPad platform. The directions are noted below:

*Click on any LaunchPad Activity link to connect your D2L account with LaunchPad. LaunchPad is **REQUIRED** for this course! Special package ISBNs with the print text and LaunchPad access card at no additional cost are available through the HACC bookstore. LaunchPad includes a full eBook and direct Launchpad access without a print text is also available for 50-60% of the price of the print text. Used books **DO NOT** include LaunchPad access.*

*Technical support can be reached at **800-936-6899** or 24/7 through live chat. **10 points each***

**Fall 2017**

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date (Sunday-Monday)</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/28-9/4</td>
<td>Mass Communication &amp; Media Literacy</td>
<td>Read Chapter 1 Intro Discussion Learning Curve 1</td>
</tr>
<tr>
<td>Week 2 9/3-9/11</td>
<td>Convergence &amp; Media</td>
<td>Read Chapter 14 Discussion 1 Learning Curve 14 Bonus D1</td>
</tr>
<tr>
<td>Week 3 9/10-9/18</td>
<td>Books</td>
<td>Read Chapter 2 Discussion 2 Learning Curve 2</td>
</tr>
<tr>
<td>Week 4 9/17-9/25</td>
<td>Newspapers</td>
<td>Read Chapter 3 Media Profile Due Learning Curve 3 Bonus D3</td>
</tr>
<tr>
<td>Week 5 9/24-10/2</td>
<td>Magazines</td>
<td>Read Chapter 4</td>
</tr>
</tbody>
</table>

**Updated: Spring 15**
Expectations: There will be assignments due each week. This is not a work at your own pace course. This is a 3-credit course. If you were taking this class in a traditional setting you would be sitting in class for 2.5 hours a week and you would still have work to do at home. Please expect to do about 4-5 hours of work each week for this class. Keep in mind this is an average, some weeks will be more than 4-5 hours and some weeks will be less. In return, you can usually

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>10/1-10/9, 10/9-10/10 (Fall Break) extend to 10/12</td>
<td>Film</td>
<td>Prep for Exam 1, Learning Curve 4</td>
</tr>
<tr>
<td>Read Chapter 7</td>
<td>Exam 1 Chapters 1-4, 14</td>
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<tr>
<td>Learning Curve 7</td>
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<tr>
<td>Week 7</td>
<td>10/8-10/16</td>
<td>Radio &amp; Sound Recording</td>
<td>Read Chapter 5 &amp; 6, Discussion 3, Learning Curve 5/6</td>
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<tr>
<td>Week 8</td>
<td>10/15-10/23</td>
<td>Television</td>
<td>Read Chapter 8, Oral History Due, Learning Curve 8</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/22-10/30</td>
<td>Internet &amp; Video Games</td>
<td>Read Chapters 9 and 10, Prep for Exam 2, Learning Curve 9, Bonus D2</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/29-11/6</td>
<td>Advertising</td>
<td>Read Chapter 11, Learning Curve 11, Topic Paper Proposal Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/5-11/13</td>
<td>Public Relations</td>
<td>Read Chapter 12, Discussion 4, Exam 2 Chapters 5-10, Learning Curve 12</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/12-11/20</td>
<td>Media Law &amp; Ethics</td>
<td>Read Chapter 13, Discussion 5, Learning Curve 13</td>
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<tr>
<td>Week 13</td>
<td>11/19-11/22</td>
<td>Media Theory</td>
<td>Read Chapter 15, Learning Curve 15, Spotlight Bonus</td>
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<tr>
<td>Thanksgiving, short week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>11/26-12/4</td>
<td>Media Topic Papers</td>
<td>Topic Paper DUE</td>
</tr>
<tr>
<td>Week 15</td>
<td>12/3-12/8 (FRIDAY)</td>
<td>Exam 3/Final Exam</td>
<td>Exam 3 DUE, Chapters 11-13 &amp; 15</td>
</tr>
<tr>
<td>12/11-12/17</td>
<td>Final Exam Period</td>
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</tbody>
</table>

Updated: Spring 15
expect me to have things graded within 10 days and respond to questions within 24 business hours.

All assignments due on MONDAYS at 11:59 p.m. I do not accept late work.

Discussions: Full points = Your response by Wednesday at 11:59 p.m. and your peer responses by Monday at 11:59 p.m., all other variations of responses receive partial points.

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**Academic Policies**

**Instructor’s Attendance Policy**

The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans’ benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

The instructor may drop a student from a class with the concurrence of the division/campus administrator when unexcused absences exceed 15% of the total class hours that will take place throughout the semester and when the excessive absences preclude the possibility of the student attaining the stated learning outcomes for the course. *For this online class, I expect students to sign on and participate in class each week. If you do not participate for two weeks, you will be dropped. In addition, if you do not sign on and participate by Tuesday, Sept. 5, you will be dropped.*

“As per HACC’s policy on attendance and withdraws, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings (total course hours). No withdraws are possible after 70% of the class has been completed. During the drop/withdrawal period of this course, if you miss more than 15% of the scheduled classes (activities) and you are failing the course, you will be removed from the course for excessive absences and I will assign you an “F”. If you decide to withdraw from the class, you can do so through MyHACC and you can receive a “W”. If you have been academically dishonest, you will receive an “F” grade if you withdraw or are dropped from the class. After the drop/withdrawal period has ended, you will be assigned a grade based on the grades you have earned.”

Withdraw deadlines: [http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm](http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm)

Ongoing attendance and active participation throughout the course weeks are required. This is NOT a self-paced course; assignments and activities are due on specific dates. I recommend that you login to the course several times a week so that you can actively participate in the course activities. This means a 3-hour credit course should require a minimum of 4-5 hours of
work per week! In general, multiple (3-4) meaningful postings (including responses) are expected to fulfill active participation requirements for discussions, (unless otherwise specified.) Logging in and posting everything (even several postings) on the last day or two of the week is not considered active participation, therefore it will affect your discussion grade.

According to guidance from the federal Department of Education, an institution must demonstrate that an online student participated in class or was otherwise engaged in an academically-related activity for attendance purposes. Logging into an online class without active participation does not meet their definition of attendance. Examples of academic activities include, but are not limited to, the following:

1. Submitting an assignment
2. Taking an exam
3. Participating in an interactive tutorial or computer-assisted instruction
4. Participating in online discussion about academic matters
5. Initiating contact with the faculty member to ask a question about the academic subject being studied in the course

Note: 1. If a situation develops that will make it challenging to do the necessary work to finish the course, please let me know. For example, you are in the hospital and can provide proper documentation, having a baby, and any other situations that you cannot physically participate. We may be able to work through the challenges.

2. It is important that you contact me as soon as possible if you cannot login to Desire 2 Learn and maintain contact until you are able to access the course. I might drop you from the course if I have had no contact with you.

3. I will not allow you to use not being able to access the class due to technically difficulty as an excuse for missing class and not turning work in.

**If, however, the course cannot be finished, you must officially withdraw or the result will be a failing grade.**

**Make up work**

In order to make up work in this class you must have experience one of the following situations 1) hospitalization of you or your child and you can provide proper documentation, 2) emergency such as a car accident or death of a family member 3) and any other emergency situations that you cannot physically participate with documentation. Scheduled overtime at work, lack of childcare or lack of internet access are not emergency situations.

Make up work will only be allowed after we has discussed the situation and you have met the above criteria. Deadlines generally extend for a week and you will be required to show while you could not participate for the entire week. I will give you the timeframe that you will be allotted to complete the work once we have agreed that you have an excused reason for missing work.
Academic Dishonesty

Academic dishonesty will not be tolerated. Academic dishonesty includes plagiarizing or falsifying a written assignment or speech. Any student found to have committed such an act will receive a “0” for the assignment. Please see AP 594. Any of the below are considered academic dishonesty.

A. Cheating – giving or receiving answers on assigned material; using materials or aids forbidden by the instructor, unauthorized possession of examination
B. Plagiarism – offering someone else’s work, words, or ideas as one’s own or using material from another source without acknowledgement.
C. Interference – interfering without permission with the work of another student either by obtaining, changing, or destroying the work of another student
D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.
E. Falsifying of one’s own or another’s records
F. Knowingly assisting someone who engages in A – E above.

I reserve the right to assign a “0” to any assignment that can be shown to have be falsified or plagiarized in some way. If these issues are suspected, I will contact the student for a discussion prior to assigning the failing grade.

Incomplete Grade Policy

A grade of Incomplete may be assigned when a student is not able to complete the course requirements due to extenuating circumstances. The Incomplete grade will be assigned only after a conference with the instructor and after a serious need is determined. The “I” becomes an “F” if the work is not completed before 8 weeks into the following semester.

EEOC/PHRC Syllabus Requirement

STUDENTS IN NEED OF ACCOMMODATIONS:

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

EEOC POLICY 005:

It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.
The Pennsylvania Human Relations Act ("PHRAc") prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act ("PFEOAct") prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www.phrc.state.pa.us.

**HACC—Virtual Learning**
Deborah Bybee
Coordinator, Disability Services
104F
735 Cumberland Street
Lebanon, PA 17042
Phone: 717-270-6333
Email: dabybee@hacc.ed

**Online Etiquette** I expect all students to treat each other with the utmost respect while in the classroom. It is important to be aware of this fact and act with care and respect when interacting with fellow students. I reserve the right to remove any posts deemed inappropriate by the instructor.