

JOUR 2 Media & its Impact on Society (4 units) – SPRING 2024

INSTRUCTOR INFORMATION

Name: Gail McElroy

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Office Hours: Instructor will hold virtual office hours each week on Mondays from 11 a.m. to noon. This means students may go online to the Canvas classroom and send a message and/or an email and expect an immediate response from the instructor. This course is **ASYNCHRONOUS**, which means there are no Zoom meetings or specific times you are required to be online. As long as you meet the deadlines, when you log in to class is up to you.

COURSE DESCRIPTION

A survey of the mass media's cultural and industrial functions in society. Introduction to methods of studying how media systems developed historically and how they are evolving in the U.S. and globally, as well as how people use and make meaning with media as part of everyday life. Methods and theories to understand media's social, economic and political impact, considering media production, forms, reception, and influence. Ethical and legal implications of media including print, film, recorded music, TV, video gaming and online media. Interplay of media and gender, ethnic and minority communities.

ADVISORY: EWRT 1A or 1HA or ESL 5

OBJECTIVES

In this course, you will:

- Evaluate the role, power and influence of mass media (print, electronic and digital) in society.
- Examine historical, cultural and consumer-oriented aspects of media in America and the world, to better understand the impact of the media in contemporary society.
- Explore the interrelationships and synergy between media industries.
- Analyze various media theories and models and apply them to mass communications issues.
- Examine the First Amendment and other legal and ethical issues within the media from various perspectives.
- Interpret and apply ethical philosophies in mass communications contexts.
- Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the mass media on those groups.

STUDENT LEARNING OUTCOMES

When this course is completed, students should be able to:

1. Evaluate the role, power and influence of mass media industries in the U.S. and globally.
2. Analyze the development history, operation, culture and economics of media industries.
3. Analyze and critique the impact of mass media in society and articulate controversies surrounding each medium, including legal and ethical issues and the role of women and minorities.

TEXTBOOK

The required textbook is *Media Literacy in Action* by Renee Hobbs. Publisher: Rowman & Littlefield. (ISBN-10: 153811528X; ISBN-13: 978-1538115282) The course uses the entire book.

You can buy a copy online from the [De Anza Bookstore](#) or buy/rent an e-textbook at [Vital Source](#). You may also find several sources to rent/purchase the book online, such as [Booksrun.com](#). (This is often a less expensive option.)

COURSE REQUIREMENTS

- Access the course and class information in Canvas (the course management system where the class resides). Consult the [De Anza Online Education](#) website as needed.
- Complete weekly textbook readings from *Media Literacy in Action*.
- Answer weekly **Discussion Questions (DQ)**, tying the topics to class readings and personal experiences.
- Contribute to and **participate in class discussions** by responding to at least two other classmates each week.
- Complete **Quizzes** related to textbook reading.
- Complete **Media Journal Entries (MJE)**.
- Complete a **Media Literacy Assessment Report** and a **Media Literacy Evaluation**.
- Complete a **Media Literacy Research Paper**. (If you do not post a research paper you will forfeit any extra credit earned for the course and cannot earn a grade higher than a “C” for the course.)

All requirements have specific due dates. Be prepared to spend a minimum of four hours a week studying and using the course materials.

LATE WORK: Late assignments may not be accepted unless approved by the instructor. Unless the instructor waives it, a late penalty of 10% will be deducted for each calendar day late. If there are unavoidable circumstances, such as a family emergency or illness, the issue will be decided on a case-by-case basis. Generally, only one late assignment or discussion response will be accepted for the quarter. If you do have an emergency, contact the instructor as soon as possible. It is much easier to be understanding and accommodating *before* a deadline rather than after.

DROPS: Make sure to check the Academic Calendar for deadlines. The instructor may drop any student who does not post any assignments for two or more consecutive weeks and/or has not logged into the classroom for 10 or more consecutive days. Students who “disappear” but do not drop the course will receive an “F.”

Important Deadlines (dates are strictly enforced): **Sunday, April 22, 2024** – Last day to drop the class with no record of grade; **Friday, May 31, 2024** – Last day to drop with a “W.”

PLAGIARISM: Plagiarism (copying work or cheating) is grounds for probation and/or suspension from the college. Any student who cheats on an exam, plagiarizes from somebody’s work (including their own) or lifts information from sources without citing those sources will receive a zero for that assignment and a grade no higher than a C for the course. If you are uncertain about the college’s policy on academic misconduct, please refer to the [Academic Integrity](#) section on the college website.

COURTESY/EQUITY: Online discussions may sometimes include volatile or controversial issues. Students are expected to be professional and courteous to one another and to show tolerance and respect for varying viewpoints. Students who exhibit inappropriate behavior may be docked points or have other consequences. All persons, regardless of gender, age, class, race, religion, physical disability, or sexual orientation, shall have equal opportunity without harassment in this course. Problems with or questions about harassment can be discussed in confidentiality with the instructor via email.

COURSE SUGGESTIONS:

- **ALWAYS** keep a copy of your submissions as backup. This is especially important in an online class since (electronic) stuff happens.
- When sending an email to the Instructor, write **STUDENT** or **JOUR 2** in all caps in the subject line, along with the subject. That way it won't be confused with spam.
- **Schedule your time appropriately**; I may take up to 48 hours to respond to queries (except for my office hours on Mondays). If I don't reply after two days, please feel free to nag me.
- **Don't procrastinate**. Start work early in the week. Sometimes the Internet may be down later in the week or you may have some other emergency. **Plan ahead**, especially for journal entry assignments, which may be lengthy and/or require research.
- **Look ahead** at the assignments and work ahead if you have the time.

DISCUSSION POSTS (30 points each): DQ posts are due every Thursday and should be in the same format as work you would hand in for a college class, except paragraphs should be shorter. Replies to other classmates' posts are due by Saturday each week. (This is how participation is earned.)

- Use standard English grammar, punctuation, and sentence structure. (Bullet points are OK within a paragraph.) Use upper case for the word "I", for all proper names, and for the beginnings of sentences. (Stay away from "texting" language like "u" for "you" and "r" for "are.")
- Read the instructions carefully – sometimes students need to choose **only one** of the topics.
- Read/view any resources needed to respond to the questions.
- Most DQ posts should be 200-300 words. Do not aim for exact word count. If your post seems too short, consult the resources more closely, or think more critically, to come up with more ideas to write about. Specific examples are always encouraged.
- Replies to your classmates do not have to be structured as formally as initial posts but should show some thought (more than just "good post" or "I agree").
- You are welcome to reply to more than two classmates' posts. **(Two is the minimum each week to meet participation requirements and earn points.)**

MEDIA JOURNAL ENTRIES (75 points each): The journal entry assignments, due on Sundays, should be written in paragraph format like an essay and be more in-depth than DQ responses. Aim for between 300-500 words. Content is based on textbook readings and specific instructions are provided for how to complete the entry. Each journal entry is a building block toward the final Media Literacy Assessment Report assignment (see separate instructions), which is a culmination of each student's personal media literacy growth and knowledge throughout the quarter.

EXTRA CREDIT:

Students are limited to a maximum of 70 extra credit points for the quarter. Extra credit opportunities will be posted by the instructor during the quarter. (Students forfeit all extra credit points if Media Literacy Assessment Report is not completed and posted on time.)

GRADING:

Media Literacy Assessment – 25 points
Weekly Discussion Questions (1 @ 15; 9 @ 30 points) – 285 points
Quizzes – (5 @ 20 points) – 100 points
Weekly Media Journal Entries (5 @ 75 points) – 375 points
Media Literacy Research Paper – 110 points
Media Literacy Evaluation – 25
Participation (10 weeks @ 10 points) – 100 points

Assignment scores are based on accuracy, following directions, thoroughness and quality. Points will be deducted for an excessive amount of grammar, typos and/or punctuation errors.

Your **participation score** is based on replying to at least two of your classmates each week. Participation points for a specific week cannot be earned after each week has ended.

Grade Scale

Total Points: 1,000

A+* = 990-1,000 points	A = 926-989 points	A- = 900-925 points
B+ = 875-899 points	B = 826-874 points	B- = 800-825 points
C+ = 775-799 points	C = 700-774 points	
D = 600-699 points		
F = 600 points or less		

*To earn an A+ you must have a score of 990 or above *excluding* extra credit points.

CANVAS INFORMATION

This course utilizes Canvas. Students can log through [My Portal](#). Please note that you will be unable to log into our classroom until the **Saturday before** our **first day of class**. Additional instructions and assistance can be found on the [Online Education](#) website.

LIBRARY SERVICES

De Anza College Library Services are available for all students, both on and off campus. Please consult the [library website](#) for a complete description of the library services.

The library subscribes to several [electronic databases](#) which provide access to thousands of full-text journals, newspapers, and magazine articles. To use the article or research databases from an off-campus computer, log in with your **eight-digit student ID number**.

STUDENTS WITH DISABILITIES: If you have a disability-related need for reasonable academic accommodations or services, contact the instructor during the first week of class and provide her with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give a five-day notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (**864-8753 DSS main number**) or EDC advisor (**864-8839 EDC main number**).