

# COMM 3440 (hybrid) Mass Communication and Society

Spring 2016 W 8:45 - 10:05 AM, JR 360

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please check for location

## TEACHING ASSISTANT

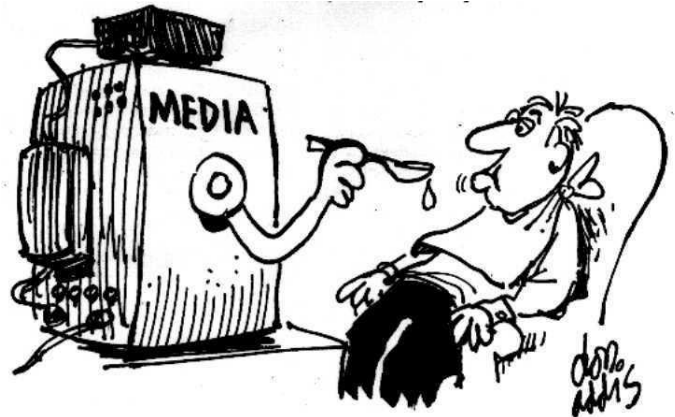
Young-shin Lim

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F 9:00 AM – 11:00 AM, please check for location



## COURSE DESCRIPTION

The purpose of this course is to discuss the performance of mass media and their impact on society. We will consider various aspects of performance, including the role of media of various forms (TV, print media, video games, the Internet) in influencing various domains such as violence, sex, health, and politics. Readings and lectures will consider work on the communication process and on the impact of mass mediated messages on people's knowledge, emotions, attitudes, and behaviors. We will also examine issues of information and technology access and implications of that for individuals, society, and cultures.

## LEARNING GOALS

- **Knowledge on Mass Communication:** Knowledge on media use; Awareness of diversity of media messages, and of media use responses, Awareness of possible negative effects of media; Acquire knowledge on theories about mass communication; Acquire knowledge on research on mass communication effects.
- **Information search, collection, integration, and presentation:** Exercising systematic observations, collecting data/information about responses to media; Utilizing and interpreting statistical information, reporting on data / summarizing information; Information search, critical reflection and assessment of information and sources; Using academic resources .
- **Abstract thinking, theory application:** Apply theoretical concepts to real-world media content; Extracting relevant information, focusing on particular aspects of a larger development; Connecting abstract information to real world situations, researching real world situation; Derive decisions from theoretical frameworks.
- **Critical thinking and writing skills:** Applying definitions of mass communication to reflect on differences between types of mediated communication; Encourage critical media consumption (media literacy), reflect on your own media use and implications for behavior; Thinking critically about how media may influence others and society at large; Exercise writing and critical thinking skills.
- **Social / empathic skills:** Considering opposing viewpoints, others' perspective; Teamwork and collaboration; Presentation skills.

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**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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### WHAT DO I NEED TO DO FOR CLASS?

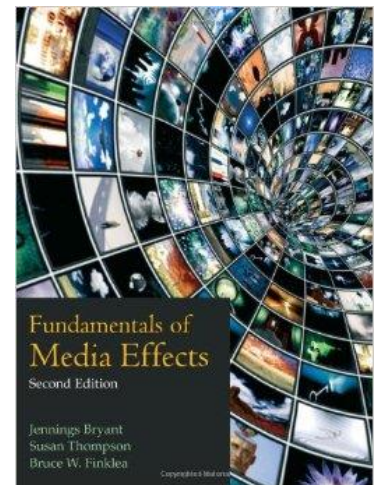
Be there, take your notes, ask questions if you are not sure about a topic, and feel free to comment on things based on your own experiences and ideas. The more you are willing to contribute to class discussions, the better the chance to make it a really good learning experience for all of us.

### REQUIRED READINGS

Fundamentals of Media Effects,  
Second Edition

ISBN-13: 9781577667858 Authors: Jennings Bryant;  
Susan Thompson; Bruce Finklea

Available as paperback (new and used) as well  
as e-book/kindle and can be rented (also as e-book).



### POLICIES

**Exams:** Exams are to be taken on the designated exam dates. It is your responsibility to note the day/time of exams/assignments NOW and make sure you will be able to attend all the exams and complete the assignments. If you have any schedule conflicts, you should either rearrange your schedule so that you can complete all of the work or drop the class. No make-ups are allowed except in the case of an emergency. Having more than one exam on a particular date does not qualify as an emergency. In the rare event that an emergency arises, it is the student's responsibility to 1) inform the instructor prior to the exam time, and 2) provide the instructor with written documentation of the emergency (e.g., medical note from certified physician).

**Readings & Participation:** Students are expected to participate fully and positively in class discussions and activities. The reading material might be more easily 'digested' after the associated class session but should be read before the exam/homework linked to it.

**Attendance:** Attendance at all lectures is required and will be recorded at instructor discretion. As it may be disruptive to arrive late, please make an effort to be on time.

In order to allow for compensation of missed sessions or assignments due to illness etc., the grading policy includes a 'drop lowest score' component or bonus points to make up for absences. You should keep documentation for illnesses or other legitimate reason for absence, so we can potentially work with you if extended or several absences occur.

Course Communication: Some course materials will be presented online, and some course communication will use online channels. Hence, it is absolutely essential that you have access to the Internet and a working OSU e-mail address. Online discussions, chat, and other forms of online interaction may be conducted through CARMEN. It is possible that some in-class activities will be performed through OSU Tophat or simply submitted on paper. If you wish to provide **feedback on class activities**, you can use the link posted under each week section under CONTENT in CARMEN—this will trigger an email to your instructor.

Academic misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Suspected violations of the code in this class, especially pertaining to 3335-23-04 Section 1 on Academic Misconduct, will be taken through the procedures which the university has set up to deal with violations of the code.

The university's [Code of Student Conduct](#) defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process."

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- **Submitting work under a student's name when the student has not contributed to the assignment, was not present during the lecture**
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
- Submitting plagiarized work for a course/program assignment;
- Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
- Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam;
- Alteration of grades in an effort to change earned credit or a grade;
- Alteration and/or unauthorized use of university forms or records.

## STUDY GUIDANCE

Study questions/guidance will be posted on the CARMEN Website that reflect the course material and that should be a great help for you to work on the content, either individually or together with classmates. You can answer these questions, discuss them in a group, and carefully written responses to your instructor or TA in case you are uncertain or desire feedback. Your instructor can provide individual feedback or use responses to clarify questions for the class.

## EVALUATION

**The maximum of regular points is 140.**

Grading Scheme. The OSU “standard scheme” of grading as implemented by Carmen is used and we will try to keep the grades on Carmen’s grade book. Here is the **OSU “standard scheme” IN PERCENTAGE RANGES:** 93 - 100 (A), 90 - 92.99 (A-), 87 - 89.99 (B+), 83 - 86.99 (B), 80 - 82.99 (B-), 77 - 79.99 (C+), 73 - 76.99 (C), 70 - 72.99 (C-), 67 - 69.99 (D+), 60 - 66.99 (D), Below 60 (E). Note that there is *no rounding* in the points system. The following are the components of your grade for the term.

### Final Grade Components

Assignment	Maximum Points
• Three exams, approx. 20 pts max each	60 points
• In-class participation points, 2 pts each	20 points, 4 bonus points
• Eleven Online Activities, 6 pts max each, lowest score will be dropped	60 points
<b>Total</b>	140 points

Bonus points/extra credit as offered to everyone in the class—no individual arrangements!

## GRADING COMPONENTS

Exams. The exams will cover the material discussed in class and the readings and will consist of multiple choice and short answer questions. Examinations are not cumulative. The questions will be designed to test not only your recall of information, but also your ability to apply the information to real-world situations and specific media content. In addition, questions will be designed to tap your ability to compare theories and critically evaluate their relative strengths and weaknesses.

It is very important to be on time for the exams. As soon as the first student hands in his/her exam, your instructor may refuse additional students to begin taking the exam.

In-class participation points. In-class questions and activities will be presented during lecture sessions to allow students to earn points for in-class participation (20 points, 4 bonus points). The points will be posted on the CARMEN gradebook approximately every three weeks.

Online Activities. There will be 11 opportunities for online activities, the lowest score of the 11 will be dropped. The online activity assignments will be posted on a weekly basis after the class meeting.

The Online Activities are designed as discussion forums on Carmen. Occasionally, these activities will be performed in small teams of students. To keep things interesting and to address a variety of learning goals, the online activities will be diverse.

You can find brief descriptions of the online activities on the schedule; detailed instructions will be posted each week right after the class meeting. Submission lengths will vary by activity but typically be about 1 ½ page (12 point font, double spaced, all margins set to MS Word default (1”). **Please note your name (first and last name) on top of the page and submit as word or pdf file.**

### *HOW TO POST PAPERS ON CARMEN DISCUSSIONS:*

1. You can find the discussion forum on Carmen under “Activities/Discussions”
2. You will see the current Discussion Forum with the Assignment questions
3. Click the title (e.g., “Activity 1”, probably displayed in blue) and then click “Start a New Thread”
4. Just enter a subject like “John Doe, Assignment 1 Comm3440” or some catchy title.
5. You will find “Add attachments” below the text field. Here you can upload your paper.
6. Check that your paper was really uploaded. We cannot give points if we don’t find the paper or only an empty post.

The activities will always include an online commenting component—so you will read other students’ submissions and provide input on them, and you will also receive feedback from other students. The commenting component helps greatly with learning from each other and understanding issues on media and society from other people’s perspective.

You must post your own activity submission first before posting your comment on other students’ submissions. Online comments, as a general rule, must be **at least 50 words long, with substantive reference to the post and to the theory/issue**. Thus, to receive points, the comment should be at least 50 words long, consist of full sentences that have substance and demonstrate that you have read the short paper of the other student and seriously reflected on it.

- Harsh critique or unqualified/inappropriate posts are not appreciated and may lead to a point reduction of your online assignment grade.
- Comments on comments are not allowed. Your post must relate only to the original post of a fellow student’s short paper.
- Only 5 comments are allowed per original post. That means that you need to read and comment on a paper that wasn’t already commented by 5 other students.

**All online activity submissions are due 8:00 PM Saturday the same week. Late submissions within 4 hours after the deadline will be penalized with a 1 pt subtraction; submissions after 11:59 pm on that Saturday will not earn points. The discussion board closes at 11:59 PM each Saturday. The related online comments on other students’ postings are due 11:59 PM Saturday of the same week.**

<b>Week</b>	<b>Topic/Textbook Chapter</b>	Activities -- All online activities due 8:00 PM Saturday same week. Online comments due 11:59 PM Saturday same week.
Week 1 Jan 13	Introduction to Class & Reflection on Media Use	<u>Activity 1: Media Use and Experience Log</u> Keep track of your thoughts and feeling during an hour of TV viewing and reflect on these responses
Week 2 Jan 20	Introduction to Mass Media Effects Research, Chapt. 1	<u>Activity 2: Americans' Leisure Time and Media Use</u> Find statistics about Americans' use of leisure time and reflect on the meaning of "mass media"
Week 3 Jan 27	Historical Perspective on Concerns and Research on Mass Media, Chapt. 2	<u>Activity 3: Concerns on Mass Media Impacts</u> Group Assignment – Find a social issue that is impacted by media. Create presentation on the concern and related research
Week 4 Feb 3	Social cognitive theory, Chapt. 4	<u>Activity 4: Applying SCT to Everyday Media Use</u> Reflect on how a media message has impacted your behavior or beliefs, find examples of disinhibitory techniques in media
Week 5 Feb 10	<b>Exam I</b>	
Week 6 Feb 17	Cultivation, Chapt. 8	<u>Activity 5: Explain and Illustrate Cultivation</u> Select a topic that television tends to present in a homogenous way and discuss how this contrasts with the real world
Week 7 Feb 24	Media Violence, Chapt. 11	<u>Activity 6: Analyzing and Interpreting Violence in the Media</u> Watch a TV program or film and assess what types of violence it contains and what potential reactions it could provoke.
Week 8 Mar 2	Fright Reactions, Chapt. 13	<u>Activity 7: Interview about Fright Reactions to Media</u> Design and conduct an interview addressing your interviewee's fright reactions.
Week 9 Mar 9	News and Agenda Setting, Chapt. 6	<u>Activity 8: Illustrating the Changing News Landscape</u> Watch a documentary, then create a presentation featuring a current example of one of the issues presented in the documentary
Mar 14-18	Spring Break!	
Week 10 Mar 23	<b>Exam II</b>	
Week 11 Mar 30	Political Communication, Chapt. 14	<u>Activity 9: Assessing Political Advertising</u> Select a political advertisement and write a paper analyzing it.
Week 12 Apr 6	Media and Health, Chapt. 15	<u>Activity 10:</u> Watch a documentary, read a research article, and then create a presentation.
Week 13 Apr 13	Media, Stereotypes and Identity, Chapt. 16	<u>Activity 11: Reflecting on Stereotypes</u> Complete an activity and then write a paper reflecting on your experience.
Week 14 Apr 20	IF SCHEDULE PERMITS - The Internet Age, Chapt. 18-20	
Week 15	<b>Exam III</b>	

**Additional video sources:**

- Bandura's social cognitive theory [videorecording] : an introduction /Davidson Films, 2003
- The codes of gender [videorecording] : identity + performance in pop culture / Media Education Foundation, 2009
- The killing screens [videorecording]: media and the culture of violence / Media Education Foundation, 2002
- The mean world syndrome [videorecording]: media violence & the cultivation of fear / Media Education Foundation, 2010
- News wars (part III, chapters 16/17/18)/ PBS, 2007
- Kathleen Hall Jamieson on political advertising [videorecording] / Films for the Humanities & Sciences, 2006
- Advertising [electronic resource] / Films for the Humanities & Sciences, 1998
- Understanding the digital generation [videorecording] / produced by the InfoSavvy Group, c2010

# Comm 3440 WARM-UP Questionnaire

Your name: \_\_\_\_\_

Please list your favorite 'mass communication' programs, outlets, etc. (TV show, movie, video game, music...):

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What is it that you LIKE about these mass media offerings you listed above?

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What **CONCERNS** you about mass media and society (possible **negative** effects of media)?

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What do you **LIKE** about mass media and society (possible **positive** effects of media)?

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*You can put any additional comments on the back of this sheet! Thank you!*