

Syllabus for
MMC 104—Foundations of Mass Media Communication
3 Credit Hours
Summer 2006

I. COURSE DESCRIPTION

A survey of the mass media and an introduction to the Mass Media Studies Program. Includes an introduction to form, content, and current issues relating to modern culture. Also includes consequences of mass communication through historical perspectives.

The course also synthesizes the founding purpose of the University in its commitment to historic faith, and the student relationship to God, man, and the universe. The class also compares and contrasts the secular modes of media and the Christian posture as it relates to mass media communication. In addition, the professor's role is to provide an environment conducive to maximized learning; therefore, the course includes discipleship and the calling of our Lord as He so leads throughout the semester.

II. COURSE GOALS

- A. The purpose of the course is to enable the student to study the impact, growth, and elements of mass communication. The goal is to give both the would-be professional and the general-interest or consumer student a realistic and comprehensive overview of the media, their problems, and their performance.
- B. The course also serves to familiarize students with ORU's Communication Arts Department, especially the telecommunications emphasis in print, radio, television, journalism, public relations, and advertising.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As a result of successfully completing this course, the student will be able to do the following:
 - 1. Discuss the history and contemporary status of the mass media—books, newspapers, magazines, film, popular music (recording), radio, television, and new communication technologies.
 - 2. Discuss the structure of media operations and of media-related industries, including advertising and public relations.
 - 3. Discuss the various contemporary and enduring issues that evolve out of the interactions of individuals and the mass media; to discuss ethics in mass communication, mass communication research, international mass communication, and the contours of popular culture.
 - 4. Use the resources and methods needed to guide students toward understanding the tremendous and largely unrecognized role that mediated communication plays in structuring the social reality of American life.
 - 5. Discuss the sense of responsibility as a citizen of our mass mediated culture—"Mediamerica"—and to move beyond consideration of current media systems by exploring possible mass communication alternatives and futures.

Last revision: Summer 2006

B. Unit Objectives

As a result of successfully completing these units, the student will be able to do the following:

Unit One—Summarize the role of the following:

1. elements in the communication process.
2. communication settings.
3. nature of the mass communicator.
4. internet mass communication.
5. models for studying mass communication.
6. mass communication media.

Unit Two—Describe the perspectives on communication:

1. body language.
2. proxemics.
3. how learning styles affects communication.

Unit Three—Discuss the role of the following:

1. miscommunication.
2. perceptual influence in communication.

Unit Four—Summarize the role of the following:

1. the print media history.
2. newspapers and their features.
3. the organization of newspapers and online features.
4. ownership of newspapers.
5. producing a newspaper.
6. the economics of the newspaper in America.

Unit Five—Identify and trace the evolution of magazines:

1. the historical perspective and the digital age.
2. magazine features.
3. organization of the magazine industry.
4. magazine ownership and organization.
5. producing the magazine and its economics.

Unit Six—Discuss the role of the following:

1. book publishing and subsequent history.
2. books in the digital age.
3. the features of books.
4. the organization of the book industry.
5. producing and publishing a book.
6. the economics of books.

Unit Seven—Discuss and describe the electronic media.

1. the history of radio.
2. radio in the digital age.
3. radio features.
4. organization and ownership.
5. radio programming and production.
6. the economics of radio.

Unit Eight—Summarize the role of the following:

1. sound recording and history.

2. recording in the digital age.
3. sound recording organization and features.
4. producing recordings and economics.

Unit Nine—Describe the role of the following:

1. the history of motion pictures.
2. motion pictures in the digital age.
3. organization and features of motion pictures.
4. motion picture ownership and producing.
5. motion picture economics.

Unit Ten—Discuss the role of the following:

1. the history of television.
2. television in the digital age.
3. organization and features of TV.
4. ownership and producing television.
5. television economics.
6. public television and cable.
7. home video.
8. direct broadcast satellites.

Unit Eleven—Discuss and describe the Internet and World Wide Web:

1. a brief history of the computer.
2. internet structure and features.
3. the evolving internet.
4. economics of the internet.

Unit Twelve—Summarize the role of the following:

1. public relations history.
2. public relations organization in the industry.
3. departments and staff.
4. the PR program economics and online.

Unit Thirteen—Summarize the role of the following:

1. the history of advertising.
2. the organization of the consumer advertising industry.
3. online advertising.
4. producing advertising.
5. the economics of advertising.
6. business-to-business advertising.

Unit Fourteen—Discuss and describe the following:

1. investigating mass communication effects.
2. effects on knowledge and attitudes.
3. media and socialization.
4. media as a primary source of information.
5. shaping attitudes, perceptions and beliefs.
6. cultivation analysis.
7. children and television advertising.
8. agenda setting.

Required Materials

Textbooks

Dominick, J. (2005). The Dynamics of Mass Communication, 8th Edition.
Boston: McGraw Hill Publishers

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. inform the professor before the event.
 - b. arrange to complete missed work within one week.
- c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
- d. present an excuse, signed by the Dean of Arts and Sciences, the day the

student returns.

3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **ePortfolio**—Refer to the Communication Arts ePortfolio handbook for ePortfolio policies at (<http://oru.edu>), click on **Academics**, then **ePortfolio**, then **Department Resources**, then **Communicaiton Arts Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Final letter grades will be assigned according to the number of points you accumulate:

100 - 98 = A+	97 - 93 = A	92 - 90 = A-
89 - 88 = B+	87 - 83 = B	82 - 80 = B-
79 - 78 = C+	77 - 73 = C	72 - 70 = C-
69 - 68 = D+	67 - 63 = D	62 - 60 = D-
below 59 = F		
 - b. Grades are based upon understanding of course content, measured by results of examinations (60%), and research paper (40%).
2. ePortfolio Requirements: None
3. Other Policies and/or Procedures
 - a. This course must be taken during the student's first year (first or second semesters) on campus.
 - b. The activities of this course are designed to assist us in meeting curricular goals listed, to improve the quality of classroom discourse, and to further inspire your curiosity about mass communication.
 - c. All assignments are due on time.
 - d. The weekly test consists of 10 multiple choice questions over the text and class notes. Examinations cover textbook material, lectures, audio video presentations, and class discussions.
 - e. The research paper follows the MLA manuscript style manual. The student should choose a topic/subject from suggested areas, identify the key issue within, explain it, and the position taken therein. A minimum of seven pages is required with no fewer

- than five reference sources.
- f. The various media probe opportunities offer students the chance to integrate course concepts with their own interests and experiences in regard to mass communication.
- g. Further details regarding each of these activities will be provided in class.
- h. Final grades will be mailed to you by the registrar.

VI. COURSE CALENDAR

Day 1	Lecture Topic—Communication: Mass and Other Forms Reading—Course syllabus Reading—Dominick--Chapter 1
Day 2	Lecture Topic—Communication process Reading—Dominick--Chapter 1 Activity—proximics, body language exercises
Day 3	Lecture Topic—Communication process Reading—Dominick--Chapter 1 Activity—communication/perception games, Chapter 1 quiz
Day 4	Lecture Topic—The Print Media--Newspapers Reading—Dominick--Chapter 4 Activity—newspaper scavenger hunt, Tulsa World tour, Chapter 4 quiz
Day 5	Lecture Topic—The History of Magazines Reading—Dominick--Chapter 5 Activity—magazine critique, Chapter 5 quiz
Day 6	Lecture Topic—The History of Book Publishing Reading—Dominick--Chapter 6 Activity—book review, Chapter 6 quiz
Day 7	Lecture Topic—The Electronic Media--Radio Reading—Dominick--Chapter 7 Activity—radio critique, KXOJ field trip, Chapter 7 quiz
Day 8	Lecture Topic—The History of Sound Recording Reading—Dominick--Chapter 8 Activity—CD review, Chapter 8 quiz
Day 9	Lecture Topic—The History of Motion Pictures Reading—Dominick--Chapter 9 Activity—movie review, Chapter 9 quiz
Day 10	Lecture Topic—The History of Television Reading—Dominick--Chapter 10 Activity—studio tour, Chapter 10 quiz
Day 11	Lecture Topic—The Internet and World Wide Web Reading—Dominick--Chapter 11 Activity—webpage critique, Chapter 11 quiz

- Day12 Lecture Topic—News Gathering and Reporting
 Reading—Dominick, Chapter 12
 Activity—Take Examination No. 11
- Day 13 Lecture Topic—Public Relations
 Reading—Dominick--Chapter 13
 Activity—case study analysis, Chapter 13 quiz
- Day 14 Lecture Topic—Advertising
 Reading—Dominick--Chapter 14
 Activity—print and TV ad analysis, Chapter 14 quiz
- Day15 Lecture Topic—Advertising
 Reading—Dominick--Chapter 14
 Activity—create print ad, Chapter 14 quiz
- Day 16 Lecture Topic—Social Effects of Mass Communications
 Reading—Dominick--Chapter 18
 Activity—comprehensive review game, final quiz

Course Inventory for ORU’s Student Learning Outcomes

**MMC 104—Foundations in Mass Media Communications
 Summer 2006**

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship			X	
4E	Leadership capacity	X			