I. INTRODUCTION

This is a survey course focusing on historical, technical, and governmental aspects of the mass media industry. Newspapers, magazines, radio, television and the news media will be covered. The course is useful for persons interested in journalism and is required for all radio and television majors.

II. LEARNING OUTCOMES

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

A. Relate the historical development of the mass media industry correlating historical impact with modern industrial trends. (F1, F5)

B. Describe and explain American media as it currently exists with emphasis on the inter-relationships among the structural elements. (C7, C15, F1, F5)

C. Explain the process by which current principles and practices evolved so there can be a better understanding of the present and an intelligent anticipation of events which will occur in the future. (C7, F1, F5, F11)

D. Evaluate mass media as a factor in our society. C7, F1, F2, F11)

E. Research a topic and write a significant paper about that topic. (C1, F1, F2, F7, F13, F16)

F. Use the Internet as a research tool for mass media study and use computers to collect, process, collate, and distribute information. (C5, C6, C7, C8, C18, C19, F11)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

02/14/2008
IV. COURSE REQUIREMENTS

A. Reading assignments are to be completed by the assigned dates. Assigned reading will be subject to examination in major exams.

B. Projects/oral reports/case studies/book reports/and research papers will be assigned by the instructor. The methods of presentation, due dates/point values and grading criteria will be given by the instructor at time of assignment.

C. Attendance policies are described in the Central Texas College catalogue. Excessive absences will result in loss of credit for the class.

D. Assignments are due on the date specified by the instructor. Late assignments will be subject to a penalty of 10% of the total point value for each day the assignment is late. All assignments must be submitted to meet requirements for this course. Failure to submit and satisfactorily complete all assignments required in this course as stated in the syllabus will result in a grade of "F" for this course.

E. No class or laboratory assignment may involve the production of illegal, obscene, or indecorous materials.

V. EXAMINATIONS

A. Exams will be given as major components of study are completed. Exams will be announced with suitable lead time.

B. All exams will be objective in nature-multiple choice, true/false, matching, fill in the blanks, or short answer.

C. The instructor will review material to be covered on each exam in class prior to the exam date.

D. If a student is absent during an exam, a make-up exam will be administered to the student, only if documentation is provided by the student which justifies an excused absence. Unexcused absences during exams will not be entitled to a make-up consideration and will be awarded "0" points for the exam missed. Excused absences will be given for health reasons (doctor's note required), military assignments (Superior's note required), or unavoidable work conflict, if arranged with the instructor prior to the absence.

E. A term paper will be assigned and will be described separately.
VI. SEMESTER GRADE COMPUTATION

A. The student's grade for this course is derived from the total points awarded on examinations and laboratory assignments. The point value assigned to each of these requirements is listed below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-weeks test</td>
<td>100 pts</td>
</tr>
<tr>
<td>Mid Term</td>
<td>150 pts</td>
</tr>
<tr>
<td>Final</td>
<td>200 pts</td>
</tr>
<tr>
<td>Term paper</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500 pts</td>
</tr>
</tbody>
</table>

B. The following table denotes the points scored to letter grade scale used for this course:

- 500 - 450 = A
- 449 - 400 = B
- 399 - 350 = C
- 349 - 300 = D
- 299 - 0 = F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal:** It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
C. **Incomplete Grade:** The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the coursework but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

**VIII. COURSE OUTLINE**

A. **Unit 1: Mass Communications**

1. **Unit Objectives:** Upon Successful completion of this unit, the student will be able to:
   a. Recognize the elements of the communication process
   b. Understand the different types of communication settings
   c. Identify the function of the gatekeepers
   d. Describe how the Internet has changed mass communication
   e. Explain the various types of mass media convergence
   f. Explain the implications of disintermediation on the media
2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 1

3. Unit Outline:
   a. The communication process
      (1) Transmitting the message
      (2) Receiving the message
      (3) Feedback
      (4) Noise
   b. Communication settings
      (1) Interpersonal communication
      (2) Machine-assisted interpersonal communication
      (3) Mass Communication
   c. Defining mass media
   d. Traditional mass media organizations
      (1) Formal structure
      (2) Many gatekeepers
      (3) Large operating expenses
      (4) Competition for profits
   e. The Internet and Mass Communications
   f. Models for studying mass communication
   g. The future of mass media

B. Unit 2: Perspectives of Mass Communication

1. Unit Objectives: Upon success completion of this unit, the student will be able to:
   a. Understand the differences between functional approach and the critical/cultural approach to studying mass communications.
   b. Explain the value of each approach in the analysis of the mass communication process.
   c. Describe the five functions mass media perform for society.
   d. Explain uses-and-gratifications analysis.
   e. Recognize the dysfunctions of mass communication.
   f. Understand the concepts of meaning, hegemony, and ideology.

2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 2

3. Unit Outline:
   a. Functional analysis
(1) The role of mass communication
(2) Functions of mass communications for society
b. Critical/cultural studies
   (1) History
   (2) Concepts

C. Unit 3: Historical and Cultural Context

1. Unit Objectives: Upon success completion of this unit, the student will be able to:
   a. Describe the major events and general trends in media history.
   b. Recognize the milestones in the development of human communications.
   c. Understand the role that these advances played in prompting significant changes in our cultural and society.
   d. Learn that the emergence of new communications advances changes but does not make extinct those communications that came before.
   e. Understand that each advance in communication increases our power to convey and record information.

2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 3

3. Unit Outline:
   a. Language
   b. Writing
   c. Printing
      (1) Effects of Gutenberg Revolution
      (2) Technology and cultural change
   d. Telegraph and telephone
      (1) Cultural impact
      (2) Government and media
   e. Photography and motion pictures.
      (1) Early technological development
      (2) Photography’s influence on mass culture
      (3) Motion pictures and American culture
   f. Radio and television broadcasting
      (1) Broadcasting
      (2) Cultural impact of radio
      (3) Television
      (4) Cultural impact of TV
   g. The digital revolution

D. Unit 4: Newspapers
1. **Unit Objectives**: Upon success completion of this unit, the student will be able to:
   a. Describe the challenges newspapers face in today’s digital age.
   b. Recognize the conditions that had to exist before a mass press could come into existence.
   c. Understand the significance of the penny press.
   d. Explain the features that define both online and print renditions of newspapers.
   e. Understand the function of the Audit Bureau of Circulations (ABC).
   f. Identify the various methods newspapers are using to gain readership.

2. **Learning Activities**:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 4

3. **Unit Outline**:
   a. History
      (1) The political press
      (2) The Penny Press
      (3) Yellow journalism
      (4) The impact of the Great Depression
      (5) Postwar newspapers
      (6) Contemporary developments
   b. Newspapers in the digital age
   c. Organization of the industry
   d. Ownership
   e. Producing the newspaper
   f. Economics
   g. Feedback
      (1) The Audit Bureau of Circulations
      (2) Newspaper audiences

E. **Unit 5**: Magazines

1. **Unit Objectives**: Upon success completion of this unit, the student will be able to:
   a. Discuss the characteristics of magazines
   b. Understand how the magazine industry is divided
   c. Understand the function of Mediamark Research Inc. (MRI).
   d. Explain how the Internet supplements magazines and expands and enriches the reading experience.
   e. Identify the five main magazine content categories.
   f. Describe the departments that product magazines.
2. **Learning Activities:**
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 5

3. **Unit Outline:**
   a. History
   b. Digital age
   c. Defining features.
   d. Organization of the industry
   e. Producing the magazine
   f. Economics/Audience

F. **Unit 6: Books**

1. **Unit Objectives:** Upon success completion of this unit, the student will be able to:
   a. Understand that books are the oldest form of mass communication.
   b. Recognize the factors that led to the commercialization of book publishing.
   c. Explain how the digital revolution may change the underlying structure of the book industry.
   d. Identify the main parts of the book industry.
   e. Understand the economics that support the book industry.

2. **Learning Activities:**
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 6

3. **Unit Outline:**
   a. History
      (1) Colonial America
      (2) Penny-press era
      (3) Paperback boom
      (4) Early 20th century
      (5) Postwar books: paperbacks and consolidation
   b. Digital age
   c. Defining features
   d. Organization of the book industry
   e. Producing the book
   f. Economics/Audience

G. **Unit 7: Radio**
1. **Unit Objectives:** Upon success completion of this unit, the student will be able to:
   a. Explain how broadcasting developed in the 1920s.
   b. Recognize how television affected radio.
   c. Discuss the defining features of radio.
   d. Understand that radio gets programming from local stations, networks, and syndication companies.
   e. Explain how the digital age is affecting radio.
   f. Understand how consolidation has affected the radio industry.

2. **Learning Activities:**
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 7

3. **Unit Outline:**
   a. History
      (1) Big business
      (2) Mass audience
      (3) Radio goes commercial
      (4) Networks
      (5) Government regulation
      (6) The Depression
      (7) Birth of FM
      (8) Innovation and Change
      (9) Growth and Stabilization
      (10) The Volatile 1990s
   b. Radio in the Digital Age
   c. Defining Features
   d. Organization of the industry
   e. Producing radio programs
   f. Economics
   g. Feedback
      (1) Ratings and Shares
      (2) Radio Audiences

H. **Unit 8:** Television

1. **Unit Objectives:** Upon success completion of this unit, the student will be able to:
   a. Trace the development of television.
   b. Describe the evolution of the networks.
   c. Explain the impact of the Telecommunications Act of 1996.
d. Detail the implications of the digital age for television.
e. Describe the impact of direct broadcast satellite systems.
f. Explain how television ratings are formulated.
g. Describe the departments of the television industry and how programs are produced.

2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 10

3. Unit Outline:
   a. History
      (1) 1950s: Networks, Tape, UHF and Color
      (2) The Golden Age of Television
      (3) 1960s, 1970s, 1980s, 1990s
      (4) Cable’s continued growth
   b. Contemporary television/Digital age
   c. Defining features of television
   d. Organization of the industry
   e. Ownership
   f. Producing television programs
   g. Public broadcasting
   h. Cable television
   i. Home video
   j. Direct broadcast satellites

I. Unit 9: Motion Pictures

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:
   a. Explain how the motion picture industry developed.
   b. Describe how the studios dominated the industry.
   c. Discuss how television affected the film industry and its audience.
   d. Understand the implications that digital moviemaking holds for the industry.
   e. Explain how the digital age is affecting film.
   f. Describe the components of the movie industry and how a motion picture is produced.

2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 9

3. Unit Outline:
a. History
b. Digital age
c. Defining features
d. Organization of the film industry
e. Ownership
f. Producing motion pictures
g. Economics
   (1) Financing a film
   (2) Promoting a film
h. Feedback
   (1) Box office
   (2) Market research
   (3) Motion picture audiences
i. Cable and home video

J. **Unit 10: Internet**

1. **Unit Objectives:** Upon success completion of this unit, the student will be able to:
   a. Describe how computers were invented.
   b. Explain how the Internet and the World Wide Web were developed.
   c. Understand the advantages of broadband Internet access.
   d. Recognize the economic impact of the Internet.
   e. Discuss the social concerns raised by the Internet.

2. **Learning Activities:**
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 11

3. **Unit Outline:**
   a. History
      (1) From ARPANET to Internet
   b. Structures and Features
   c. The Evolving Internet
   d. Economics
   e. Feedback
   f. Social implications
      (1) Lack of gatekeepers
      (2) Information overload
      (3) Privacy concerns
      (4) Escapism and isolation
   g. The future/Internet

K. **Unit 11:** Formal Controls: Laws, Rules, Regulations
1. **Unit Objectives**: Upon successful completion of this unit, the student will be able to:
   a. Define *prior restraint*.
   b. Understand the special protective privileges of reporters.
   c. Distinguish among *libel*, *slander*, *libel per se*, and *libel per quod*.
   d. Explain how invasion of privacy can occur.
   e. Describe copyright law.
   f. Recognize the impact of media regulation of the Internet.

2. **Learning Activities**:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 15

3. **Unit Outline**:
   a. The press, the law, and the courts
   b. Protecting news sources
      (1) The reporter’s privilege
      (2) Search and seizure
   c. Covering the courts
      (1) Trial publicity
      (2) Gag rules
   d. Reporters access to information
   e. Defamation
      (1) Defenses against libel suits
      (2) Defamation and the Internet
   f. Invasion of privacy
   g. Copyright
   h. Obscenity and pornography
   i. Regulating broadcasting
      (1) Federal Communications Commission
      (2) Indecent content
      (3) The Equal Opportunities Rule
      (4) The Fairness Doctrine
   j. Regulating cable TV
   k. The Telecommunications Act of 1996
   l. Regulating advertising

**L. Unit 12: Social Effects**

1. **Unit Objectives**: Upon successful completion of this unit, the student will be able to:
   a. Explain how scientists use surveys and experiments to study the effects of mass communication.
   b. Describe how the media can serve as an agent of socialization.
c. Explain why advertisers need to show special consideration for children.
d. Discuss the impact of televised violence.
e. Define the agenda-setting effect and agenda building.
f. Explain how the media can help crystallize a viewer’s political choices.
g. Describe how the Internet may affect social involvement.

2. Learning Activities:
   a. Classroom lecture and discussion
   b. Reading assignment: Chapter 18

3. Unit Outline:
   a. Investigating mass communication effects
   b. Effects on knowledge and attitudes
      (1) Media and socialization
      (2) Media as a primary source of information
      (3) Shaping attitudes, perceptions, and beliefs
      (4) Cultivation analysis
      (5) Children and television advertising
      (6) Agenda setting
   c. Media effects on behavior
   d. The impact of televised violence
   e. Behavioral and social effects
   f. Communication in the future: Social impact
      (1) Privacy
      (2) Fragmentation and isolation
      (3) Escape
COMM 1307
Introduction to Mass Communications

Semester_____________   Year _____________

STUDENT STATEMENT

I, ____________________________________, hereby certify the instructor
(please print)

has fully explained the requirements and objectives of this course.
I understand my responsibilities regarding class attendance and assignments.

______________________________
Student Signature
INTRODUCTION TO MASS COMMUNICATIONS  
COMM 1307  
TERM PAPER REQUIREMENTS

Description: Students will research and write a term paper as a required component of the course, Introduction to Mass Communication.

Due Date: Topics must be submitted for approval by _____________. The completed paper will be due _____________, at the beginning of class.

Length: The paper must be at least ten double spaced typewritten pages in length not including cover sheet, citation page and bibliography. At least 8 sources must be used. A cover sheet, citation page and bibliography are required. The paper should be stapled in the upper left corner. No folder is necessary.

Form: The paper will follow research style with all information attributed to the sources using citations in the form of footnotes or endnotes. Citations should follow the MLA requirements for citations.

Topic: Any topic or person discussed in the text or in lectures may be selected as a topic for the paper. Examples include: Yellow journalism, Hearst, some aspect of the magazine industry, the social impact of a specific book such as Uncle Tom’s Cabin or To Kill a Mockingbird, Marconi, Sarnoff, fairness doctrine, section 315, obscenity and indecency, high definition television, interactive television, the social impact of a specific film, some aspect of the Internet, a comparison of public broadcasting in this country and some other country, or censorship.