

Journalism 341: Media and Society

TR 9:40-11:10am in Sage 3218

Spring 2012

Dr. Tim Gleason

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Office hours: MW 10:30-11:30, 3:00-4:00; TR 8:00-9:00 (hours may vary, changes will be announced)

Course Catalog Description

Relationships among the mass media, the individual and society are studied from a social scientific and humanistic vantage. Focuses on the origins, methods, and uses of communications theories, such as media effects and audience interpretation. Also investigates the social processes by which media producers, such as journalists and advertisers/public relations practitioners, decide what is media content and the society and economic forces that influence those decisions. Prerequisite: Journalism 141 with a grade of C or better and 60 units (crs.). (3+0)

Values and Competencies

The Department of Journalism is accredited by ACEJMC, which has identified a number of values and competencies related to student learning. Your instructor has identified the ones most relevant to his course using ACEJMC's language, so you should be able to:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Readings

Required

Alexander, A. & Hanson, J. (2012). *Taking sides: Clashing views in mass media and society, 11th edition*. New York: McGraw-Hill.

On Desire2Learn

A special section of d2l has required readings.

Grading

Issue Analyses	50%
Group Research Project	30%
Attendance, Participation, In-class Activities	20%
Total	100%

I take academic honesty very seriously. You should ask me before submitting questionable material. All submissions of work must be of your own creation. Projects require you to cite source materials. You must cite a source whether it is quoted, paraphrased or its content referenced. You must also cite sources that influenced your thinking. It is better to be safe than sorry. Plagiarism or a similar academic offense is punishable by an F letter grade on the project. I reserve the right to assign an F to your overall class grade when within the scope of powers granted by the university. Violations of the University academic code(s) will be reported to the University for further punishment, so be familiar with the code(s). Should the code below be changed, you are still responsible for knowing and obeying the current student discipline code.

Quoted from Source: UW Oshkosh Student Discipline Code

UWS 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or student's academic performance;
or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Attendance/Participation/In-Class Activities Policy

Attendance and participation are mandatory. The class will be more enjoyable if people actively participate. Your score in this area starts at 100%. Each person gets one no-penalty absence. Each additional absence means a deduction of 25% against your attendance/participation grade. Your score can then increase or decrease based on your participation in class. Your group leader will submit attendance at the beginning of class. If you are late to class, you will receive partial or no credit for attendance. If you exceed five absences, a 10 point additional deduction (one letter grade) will be taken from your overall class grade. For example, if your overall class grade (factoring in all grade components including attendance) is 75 and you have your sixth absence, your grade is reduced to 65.

There are no accepted routine sick days, but you can make up those points via participation. I will log absences with acceptable reasons (hospitalization, class field trips, university sporting trips and other university-approved reasons) for reference and scoring

adjustment. These acceptable reasons are those recognized and approved by the university. A waiver will only be granted if these absences are verified by a doctor's note, letter from the office of the dean of students, athletic coach or similar official notification. Field trips associated with another class or a club trip are not deemed acceptable absences unless they fall into a defined category approved by the university.

Issue Analysis

Write six two-page issue analyses. One and one-half pages do not constitute two pages. Each analysis is an "issue" from the six different "units" of our textbook. Do not choose more than one issue from within the same unit. On these two pages you are to summarize the "issue" as addressed by the "clashing views," offer information from outside the text using reliable sources (books, newspaper and magazine articles, and academic articles; no Wikipedia, no personal webpages and similar material), and provide a conclusion by taking a side. Think of this assignment as one where you hit it hard and fast, but you need some evidentiary support. You need to be persuasive quickly.

Papers are graded 0-10. I drop your lowest grade. But if you do not turn in one, then this will count as the one (only one allowed) dropped. It should be printed out on a high-quality printer, and typed with 12-point type, double-spaced, 1" margins, and using Times or Times New Roman. It must contain a title page with your name and the name of the reading. Do not place your title page information on the first page of the narrative—this is why you have a title page, so you don't waste space. The title page does not count toward the maximum page count. Also, include a bibliography on a separate page, which does not count toward the two-page analyses either. Thus, your two-page analysis will be four pages stapled—not paper-clipped. Use APA style. You will be deducted points if you do not use APA.

The analysis is due at the beginning of class to ensure that there will be competent feedback during the lecture. Analyses are due to me at the beginning of the class on the day the readings are scheduled for review. I will not accept late analyses. You must bring a copy with you and upload a Word "doc." or PDF copy into the D2L dropbox.

You will also be responsible for being a discussant on the days your analyses are examined in class, so you are required to be in class on these days.

Group Project

The class will be broken into groups. I will select group leaders, and I will assign groups based on the class dynamic. Weekly, the group leaders are responsible for submitting each day's attendance for their group. The group leader is responsible for overseeing other group activities.

Your group project addresses the issue, How to Make Journalism Thrive. You can take different approaches like a focus on news content, delivery methods, innovative uses of advertising, etc. This project should have the same research focus as an original research term paper but it is presented orally and visually. The group will make a presentation reporting the data using PowerPoint or in some other manner. PowerPoint presentations must be placed in the d2l dropbox. Other formats of presentation can be discussed.

You are required to collect some form of data that should be driven by a testable hypothesis or a research question. Here are some starter examples:

What forms of payment/usage are college students most likely to approve of using for newspaper content? (Pay per issue; subscription; monthly access fee to newspaper Website; micropayments of a small fee per story read)

Do college students trust Wikipedia as much as newspapers, TV news, and news magazines?

Do readers notice the ads adjacent to bad news stories?

What kinds of social media interactions/information do people want from newspapers and TV news?

What do college students like most and like least about newspapers?

Do audiences/readers trust on-the-spot citizen journalism as much as professional journalism?

Whatever way you address the issue, you must come back to telling us how to make journalism thrive. Think small and focused in regards to the research, not too broad and abstract.

Each group will make about a 10-minute presentation on their findings in a 30-minute window, which includes prep and Q&A. You must use a formal methodology to collect and analyze your data. The in-class activities are designed to show you brief examples of

how this can be done, but you are not limited to these methodologies. For example, you can conduct a survey.

You will give me a printed copy of your presentation, such as the prints from PowerPoint. You will be graded on the quality of presentation (clarity, persuasiveness, professionalism) and research. Each group's printed copy of the presentation is due to me on the first day of presentations—regardless of when you present. This is to ensure fairness to all groups. There is no required group paper that must be written, although you may write one if you desire. Upload project into D2L dropbox for group project.

Students who do not fairly and/or reasonably contribute to their groups' final project will receive a grade lower than what the rest of the group earned.

In-Class Activities

There are some days when you will need to bring in materials for activities and discussions. In-class activities are designed to give you some ideas on what to do for your final group project. Below is a tentative list of items you need to bring in:

Advance-Titan: Bring in one copy of the student newspaper. Everyone should bring the same issue. You will be given instructions on how to conduct a basic content analysis. Also, bring in any regular professional newspaper as long as all group members have same one.

Media Diary: A data report of your media use for at least two days. You and your group will determine how to collect the data, what counts as media use, the days for collecting the data, and any other issues.

Advertisement: Find an advertisement that has meaning that can be interpreted—it shouldn't be too obvious or it can be obvious but play off of cultural taboos or stereotypes. For examples of ads, Google “Dolce & Gabanna” or “semiotic ads.”

Music video printouts: At some point during the semester you will watch pre-determined music videos on your own time. Wait until I tell you to watch them because I sometimes change the selection in D2L. You will write an interpretation of each music video and then a comparison. Do NOT read what your classmates wrote until you have been instructed to do so. After the deadline has arrived, you will then print out everyone's comments, read them, and bring them to class.

I will be in regular contact with group leaders about your attendance and participation during activity days. You are expected to be here on activity days because these days are the ones where you learn ways to research your group's final project subject.

Tentative Schedule

Readings that are required from book or D2l are in **bold**

Week	Day	Topic	Read	Activity	Bring
1	Jan 31	Introduction		Fill out group forms.	
	Feb 2	Origins and Development of Mass Comm Theory			

Week	Day	Topic	Read	Activity	Bring
2	Feb 7	Critical and Cultural Approaches; McChesney and James Carey	McChesney's article on political economy—D2L	Groups announced and meet	
	Feb 9	Content Analysis		Begin work on media diary after this class at some point	Bring a copy of the A-T and any other newspaper

Week	Day	Topic	Read	Activity	Bring
3	Feb 14	Media and Social Issues	Unit 1 Issues 1-2	Fandom	
	Feb 16	Media and Social Issues	Unit 1 Issues 3-4 Dr. Lee's article on reality beauty shows		

Week	Day	Topic	Read	Activity	Bring
4	Feb 21	Media and Social Issues	Gibbs in D2L; Glee photo flap D2L	<i>Glee</i> and Discussion	
	Feb 23	Media and Social Issues	Spirituality and Xers-D2L	<i>Wonderfalls</i> and discussion	

Week	Day	Topic	Read	Activity	Bring
5	Feb 28	Question of Content; discussion of work by Smyth, Livant and Jhally	Unit 2 Issue 5-7		
	March 1	Media Diary		Work in class and present findings	Media diaries

Week	Day	Topic	Read	Activity	Bring
6	March 6	Communication as culture; Semiotics vs. Encoding/Decoding		Discussion prep for in-class ad analysis.	
	March 8			Advertising analysis	Bring in an advertisement that has a deeper meaning

Week	Day	Topic	Read	Activity	Bring
7	March 13	News and Politics	Dr. Gleason's Pseudo-Events	Watch Journeys with George	
	March 15	News and Politics	Unit 3 Issues 8-10	Discuss film in relation to Issues 8-10	

Week	Day	Topic	Read	Activity	Bring
8	March 20	Spring Break			
	March 22	Spring Break			

Week	Day	Topic	Read	Activity	Bring
9	March 27	Music Videos	Dr. Gleason's 2006 SIMILE article on Kylie Minogue	Interpreting qualitative data	Each group needs to bring in print outs from music video discussion.
	March 29	Discuss Final Projects			View examples of past projects.

Week	Day	Topic	Read	Activity	Bring
10	April 3	Law and Policy	Unit 4 Issues 11-13	Lisa Simpson's media empire.	
	April 5	Media Business	Unit 5 Issues 14-16	Discuss and watch haul video	

Week	Day	Topic	Read	Activity	Bring
11 Dr. Gleason at conference** Subject to change	April 10	Life in the Digital Age at PBS, see link in D2L		Watch Beyond the Book video on your own time. http://video.pbs.org/video/2160821615	
Dr. Gleason at conference** Subject to change	April 12			Engage in D2L discussion about this video, and I will judge attendance and participation from your posts.	

Week	Day	Topic	Read	Activity	Bring
12	April 17	Life in the Digital Age	Dr. Hansen's virtual paper in D2L; Unit 6 Issue 17		Each group needs to bring one-page proposal for final project with methodology stated
	April 19	Life in the Digital Age	Unit 6 Issues 18-20		

Week	Day	Topic	Read	Activity	Bring
13	April 24	Work Time		Groups work on final presentations; I will be in classroom until there are no more groups present, then I will be in my office	
	April 26	Work Time		Groups work on final presentations	

Week	Day	Topic	Read	Activity	Bring
14	May 1	Presentations		Group Projects	Each group needs to submit their report
	May 3	Presentations		Group Projects	

Week	Day	Topic	Read	Activity	Bring
15	May 8	Presentations		Group Projects	
	May 10	Presentations		Group Projects	