COURSE SYLLABUS
THEORIES OF MASS COMMUNICATION
MMC 6402-RXDA

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Dr. Sigal Segev  
Phone: (305) 919-5618

Office: Room 325A, ACII, BBC  
E-Mail: Please use Blackboard course messages

Office Hours: By appointment

COURSE DESCRIPTION AND PURPOSE

From the FIU Catalog: Examines theories and processes of mass communication as well as media responsibility to society and the social and ethical responsibility of communicators.

From the instructor: Examines multiple definitions, purposes and applications of theory in mass communications. Explores major theories of mass communication, advertising, public relations.

COURSE OBJECTIVES

- Define and describe major theories of mass communication, critical/cultural communication, advertising and public relations.

- Demonstrate how theories are used in mass communication, advertising and public relations research and practice.

- Illustrate how to research theories as part of the literature review for peer-reviewed/scholarly and professional research projects.

- Create a plan for a research project that focuses on one or more theories, recommend appropriate theories for the research project, and follow the research plan and create a theory-based article for a peer-reviewed scholarly journal and/or conference presentation in advertising or public relations.

MAJOR & CURRICULUM OBJECTIVES TARGETED

Accreditation Objectives
The FIU School of Journalism and Mass Communication is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which requires that 12 core values, competencies and abilities be addressed in a program’s overall curriculum. The following are ACEJMC student learning outcomes, all of which will be targeted in this course:
• Demonstrate an understanding of the history and role of professionals and institutions in shaping global communication strategies in a wide range of organizational settings.

• Demonstrate an understanding of professional and ethical practices and principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

• 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.

• Critically evaluate your own work and that of others.

• Write correctly and clearly in forms and styles appropriate for the communications professions and audiences and the purposes they serve.

• Apply tools and technologies appropriate for the communications professions in which they work.

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard and/or other internet-based media. The outcomes will be assessed by a variety of individual and team activities that ask you to demonstrate your understanding of major mass communication, advertising and public relations theories and how they can be applied both in the practice of these disciplines and in mass communications, advertising and public relations research. You also will be asked to evaluate some of your own work and the work of other students to sharpen your critical thinking abilities.

ASSURANCE OF LEARNING

The School of Journalism and Mass Communication (SJMC) cares about the quality of your education. That's why we participate in Quality Matters (QM), a quality assurance program dedicated to continual improvement of online courses. Quality Matters is a faculty-centered peer review process that evaluates and certifies the quality of our online courses. This course, and all other SJMC courses are planned using a QM template. For more information, go to Quality Matters.

IMPORTANT INFORMATION

POLICIES

Please review FIU’s Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer
literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the What’s Required page to find out more information on this subject.

This course may utilize the following tools:
• NBC Learn
• YouTube
• PDFs
• PowerPoint
• Adobe Connect

Please visit FIU’s Technical Requirements webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit FIU’s ADA Compliance webpage for information about accessibility involving the tools used in this course.

Please visit Blackboard’s Commitment to Accessibility webpage for more information.

For additional assistance please contact FIU’s Disability Resource Center.

TEXTBOOK

Required Textbook

Required Style Guide

Required Reading Available on Blackboard
Specific chapters from two books are assigned reading for various modules. These chapters are available on Blackboard in your Readings folder.


You may purchase your textbook online at the FIU Bookstore.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online
courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

- **Review the How to Get Started information** located in the course content (Module 1).
- **Introduce yourself to the class** during the first week by posting a self introduction in the appropriate discussion forum.
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard.
- **Interact** online with the instructor and peers and keep up with all assignments.
- **Review** and follow the course calendar **at the beginning of every week**.
- Log in to the course **every day or at least every other day** to keep up with ongoing discussion, changes, announcements, messages etc.
- Respond to discussion boards within a week from the day of original post.
- Respond to **inbox messages** within **four (4) days if message requires a response from the student**
- Submit assignments by its corresponding deadline (see course schedule for deadlines).

The instructor will:

- Log in to the course **at least three times** per week
- Respond to discussion boards, messages and postings within a **week from original post**
- Respond to messages within **two days from the date sent**
- Grade assignments within **one week** from the assignment deadline

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**COURSE COMMUNICATION**

Communication in this course will take place via **Blackboard Messages or the various discussion forums**. The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication. (Note: Please check your Blackboard inbox regularly for communications regarding this class.) I will use Blackboard messages as well as other communication tools to communicate with you.
This is the best method to communicate with your instructor privately.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students’ FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage. Please do not use FIU’s external e-mails to message the professor about any course-related issues. Use this tool only in case the matter is urgent and you did not receive a response via Blackboard’s messages system.

Writing policy for graduate students
Good writing is vital to a career Global Strategic Communication. Thus, all papers, blog and discussion board posts and tests written outside of the classroom – regardless of length – will first be graded for content. Following that, the paper will be reviewed for writing. Grammar, punctuation and syntax errors will be reflected in the points you are awarded for an assignment.

Visit our Writing Resources webpage for more information on professional writing and technical communication skills.

ACADEMIC INTEGRITY
Students are expected to be honorable and to behave in a manner appropriate for a community of scholars. Florida International University's Code of Academic Integrity applies to all work associated with this class. Any form of academic dishonesty will be treated as a violation of the policy. The code states: “Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. "Academic misconduct is defined as the following intentional acts or omissions committed by any FIU student:

1.01 Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Any student helping another cheat may be found guilty of academic misconduct.

1.02 Plagiarism: The deliberate use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism. Any student helping another to plagiarize may be found guilty of academic misconduct.

1.03 Misrepresentation: Intentionally lying to a member of the faculty, staff, administration, or an outside agency to gain academic advantage for oneself or another, or to misrepresent or in other ways interfere with the investigation of a charge of academic misconduct.

1.04 Misuse of Computer Services: The unauthorized use of any computer, computer resource or computer project number, or the alteration or destruction of computerized information or files or unauthorized appropriation of another's program (s).

1.05 Bribery: The offering of money or any item or service to a member of the faculty, staff, or administration anyone in order to commit academic misconduct.
1.06 Conspiracy and Collusion: The planning or acting with one or more fellow students, any member of the faculty, staff or administration, or any other person to commit any form of academic misconduct together.

1.07 Falsification of Records: The tampering with, or altering in any way any academic record used or maintained by the University.

1.08 Academic Dishonesty: In general, by any act or omission not specifically mentioned above and which is outside the customary scope of preparing and completing academic assignments and/or contrary to the above stated policies concerning academic integrity. You must read and accept the academic honesty policies included in the Getting Started content folder before you can move on to open the Introductory Module and/or Module 1.

SJMC DIVERSITY STATEMENT

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender based exclusion.

COURSE FORMAT

Graduate seminars are based on discussion and, therefore, require the active participation of all students. Students are expected to complete the assigned readings for each class and to be prepared to engage in informed, substantive discussions. Discussion leaders will be assigned for various readings.

CLASS PARTICIPATION & PROFESSIONALISM

Students are expected to be fully prepared to discuss the assigned readings and to actively engage in informed, substantive discussions in discussion forums. Failure to participate and/or lack of preparedness (as determined by the professor), may result in lower grades. Professional, respectful behavior is required.

COPYRIGHTED CLASS MATERIAL

Class notes, lectures, presentations, readings, assignments, etc. are copyrighted materials. The copying and sale of any such materials will subject the involved parties to the provisions of the Federal Copyright Act.

ASSIGNMENTS

Assignments: Verbal “selfie” Introduction
Introduce yourself to the instructor and your classmates. You might consider including such items as your educational background, your work experience, your reasons for enrolling in this program or this course, and how you hope to use what you learn in this course and this degree program.

Due Jan. 17 by 11:59 pm

Assignments: Discussion Forums

Facilitator Discussion Guides
Each student is expected to prepare, perhaps in collaboration with another student depending on the number of students enrolled, a Facilitator Discussion Guide for one module – Module 2 through 7 – during the course. The professor will select for you (a random drawing) the Module/Week you will facilitate. (The professor will prepare and post the Facilitator Discussion Guide for Module 1, so please use this as an example for the format and content of your Discussion Guides.) Each Discussion Guide should conclude with a question to which other students in the class must respond (the facilitators do not need to post a response in addition to their original Discussion Guide post).

**Length and format:** A Word doc, length 1,000 – 1,500 words

**Posting deadline:** Wednesdays 11:59 pm

Module 1 Jan. 13 Instructor (Prepared and posted by professor: Sigal Segev)
Module 2 Jan. 20 Student(s) TBA
Module 3 Jan. 27 Student(s) TBA
Module 4 Feb. 3 Student(s) TBA
Module 5 Feb. 10 Student(s) TBA
Module 6 Feb. 17 Student(s) TBA
Module 7 Feb. 24 Student(s) TBA
Module 8 March 2 (Prepared and posted by professor: Sigal Segev)

**Response to Facilitator Discussion Question**

Each student (other than the student(s) who post(s) the Facilitation Discussion) will post a response to the question posed in each Facilitator Discussion post.

**Length and format:** A Word doc, length 500 – 750 words

**Posting deadline:** Sundays doc, length 500 – 750 words

Module 1 Jan. 17
Module 2 Jan. 24
Module 3 Jan 31
Module 4 Feb. 7
Module 5 Feb. 14
Module 6 Feb. 21
Module 7 Feb 28
**Module 8 March 5**

**Assignments: Paper Proposal, Annotated Bibliography and Paper**

Each student will research and prepare a bibliographic list for a specific theory that she/he finds relevant to global strategic communication, and will then write a paper that is a literature review of that theory using the items included in the bibliographic list. This is not a group project: each student will write his/her own proposal, bibliographic list and paper.

1. **A Proposal:** Each student will submit a proposal that identifies the theory she/he plans to research. Length and format of the Proposal: A Word doc, 2 to 3 pages double spaced 12-point font size. **Proposal deadline: January 24, 2016**

2. **A list of bibliography:** Each student will submit, in addition to the proposal, a list of at least 25 recent sources (2010-2015) that will be used for the final paper and that includes these items:
• An introduction that identifies the theory for which the bibliographic list is prepared.
• A discussion of the specific relevance of this theory to global strategic communication.
• The bibliographic list itself.

Length and format of the bibliographic list: A Word doc, double-spaced 12 pts. The introduction and the discussion should be no more than two (2) page long, the list should include a minimum of 25 recent entries (between the years 2010-2015).

**Bibliographic List deadline: February 7, 2016**

3. **Final paper (The Literature Review)**: Each student will submit a paper that is a review of the literature of academic/scholarly and professional knowledge/articles that are relevant to the theory and its application to global strategic communication. APA style should be used throughout the proposal and the reference list.

Length and format of the literature review paper: A Word doc, double spaced 12 pts., minimum 10 pages; maximum 15 pages. **Final Paper deadline: February 29, 2016**

• **Important Note about Paper Submission**: You will be submitting the final paper (Literature Review paper) as Word documents for grading like you submit other assignments (BB Assignment Dropbox). But you also must post this paper that same day onto the Discussion Forum of Module 8 so that other students in the class will read your Literature Review and so that you can read theirs. This will be the basis for our discussion in module 8 (Analyze and critique theoretical research).

**Assignment Deadlines**

“Selfie” (Introduce Yourself to the class): Due Jan. 17 by 11:59 pm

**Facilitator Discussion Guide**: Due on Wednesdays 11:59 pm

Module 1 Jan. 13 Instructor (Sigal Segev)
Module 2 Jan. 20
Module 3 Jan. 27
Module 4 Feb. 3
Module 5 Feb. 10
Module 6 Feb. 17
Module 7 Feb. 24
Module 8 March 2 Instructor (Sigal Segev)

**Responses to Facilitator Discussion Guides**: Due on Sundays 11:59 pm

Module 1 Jan. 17
Module 2 Jan. 24
Module 3 Jan 31
Module 4 Feb. 7
Module 5 Feb. 14
Module 6 Feb. 21
Module 7 Feb 28
Module 8 March 5
Research Proposal: Due on January 24, 2016 by 11:59 pm

Bibliographic List: Due on February 7, 2016 by 11:59 pm

Final Paper: Due on February 29, 2016 by 11:59 pm

GRADING

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<td>Response to Facilitator Discussion Question (2% for each response x 8 responses)</td>
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COURSE CALENDAR

Below are some options to help organize your course calendar.

MODULE 1

January 11 – January 17

Course Objectives

- Define and describe major theories of mass communication.
- Demonstrate how theories are used in mass communication, advertising and public relations research and practice.

Module Objectives

- Describe and discuss social science theories relevant to global strategic communication, and articulate the integration of theory and research as well as the contributions of both quantitative and qualitative research to theory development.
• Apply social science theories to practices of and research into global strategic communication.
• Identify scholarly literature relevant to social science, advertising and public relations.
• Generate full text peer reviewed scholarly literature search using FIU library resources.

Reading

An Integrated Approach, Part I: Chapters 1 – 4

Tasks

• Using FIU Library online resources, explore refereed mass communication, advertising and public relations journals to view peer-reviewed literature that is considered scholarly.

Assignment

Due dates

• Facilitator Discussion Guide Jan. 13 (Instructor)
• Response to Facilitator Discussion Question Jan. 17
• Verbal “selfie” introduce yourself to your classmates by posting to the Introductions Discussion Board. Jan. 17

MODULE 2

January 18 - January 24

Course Objectives

• Define and describe major theories of mass communication.
• Demonstrate how theories are used in mass communication, advertising and public relations research and practice.

Module Objectives

• Appraise and critique foundations of mass media theory.
• Apply theories of media gatekeeping, agenda-setting, cultivation, and uses and gratification to contemporary organizational communication situations.

Reading

An Integrated Approach, Part II, Chapters 5 – 10

Tasks
• Using FIU Library online resources, explore refereed mass communication, advertising and public relations journals to view peer-reviewed literature that deals with one or more of these theories: media gatekeeping, agenda-setting, cultivation or uses and gratifications.

Assignment & Due dates

• Research Proposal Jan 24
• Facilitator Discussion Guide Jan. 20- assigned student(s) only.
• Response to Facilitator Discussion Question Jan. 24

MODULE 3

January 25 – January 31

Course Objectives

• Define and describe major theories of mass communication, critical/cultural communication, advertising and public relations.
• Demonstrate how theories are used in mass communication, advertising and public relations research and practice.

Module Objectives

• Appraise and critique foundations of Mass Media Theory.
• Apply theories of spiral of silence, international communication, and violence and sex in the media.

Reading

An Integrated Approach, Part II, Chapters 11-13

Tasks

• Using FIU Library online resources, explore refereed mass communication, advertising and public relations journals to view peer-reviewed literature that deals with one or more of these theories: spiral of silence, international communication and/or violence and sex in the media.

Assignment & Due dates

• Facilitator Discussion Guide Jan. 27 - assigned student(s) only.
• Response to Facilitator Discussion Question Jan 31
MODULE 4
February 1 – February 7

Course Objectives

- Define and describe major theories of mass communication, critical/cultural communication, advertising and public relations.
- Demonstrate how theories are used in mass communication, advertising and public relations research and practice.
- Illustrate how to research theories as part of the literature review for peer-reviewed/scholarly and professional research projects.

Module Objectives

- Appraise and critique theories that take an integrated approach.
- Apply theories of internet communication, organizational legitimacy, diffusion of innovations, credibility, political communication, health communication and communication ethics.

Reading

An Integrated Approach, Chapters 25-33

Tasks

- Using FIU Library online resource, explore refereed journals to view peer-reviewed literature that deals with one of more of these theories: internet communication, organizational legitimacy, diffusion of innovations, credibility, political communication, health communication and communication ethics.

Assignment & Due dates

- Bibliographic List assignment due Feb. 7
- Facilitator Discussion Guide Feb. 3 - assigned student(s) only.
- Response to Facilitator Discussion Question Feb. 7

MODULE 5
February 8 – February 14

Course Objectives

- Define and describe major theories of advertising.
- Demonstrate how theories are used in advertising research and practice.
Module Objectives

- Appraise and critique theories used by and applicable to advertising.
- Apply theories of social identity/distinctiveness, hierarchy of effects, ELM, TRA and TPB.

Reading

Advertising Theory, Shelly Rodgers and Esther Thorson, eds, Routledge 2012. Chapters 1, 4 and 6 available on course Blackboard site.

Tasks

- Using FIU Library online resources, explore refereed advertising journals to view peer-reviewed literature that deals with one or more of these theories: social identity/distinctiveness, hierarchy of effects, ELM, TRA/TPB.

Assignment & Due dates

- Facilitator Discussion Guide Feb. 10 - assigned student(s) only.
- Response to Facilitator Discussion Question Feb. 14

MODULE 6

February 15 – February 21

Course Objectives

- Define and describe major theories of public relations.
- Demonstrate how theories are used in public relations research and practice.
- Illustrate how to research theories as part of the literature review for peer-reviewed/scholarly and professional research projects.

Module Objectives

- Appraise and critique theories used by and applicable to public relations.
- Apply theories of excellence, practitioner roles, situational theory of publics, crisis categorization and response, relationship management.

Reading

*Public Relations Theory II*, Carol Botan and Vince Hazelton, eds, Routledge, 2006. Chapters 2, 5, 6, 18 available on course Blackboard site.
Tasks

- Using FIU Library online resources, explore refereed public relations journals to view peer-reviewed literature that deals with one or more of these theories: excellence, practitioner roles, situational theory of publics, crisis categorization and response, relationship management.

Assignment & Due dates

- Facilitator Discussion Guide Feb. 17 - assigned student(s) only.
- Response to Facilitator Discussion Question Feb. 21

MODULE 7

February 22 – February 28

Module Objectives

- Appraise and critique theories used by and applicable to critical/cultural media studies.
- Apply theories of Habermas, Baudrillard, Horkheimer, Adorno and others to advertising and public relations.

Reading

Articles from journals, to be selected and added to Blackboard/Course Reading

Tasks

- Using FIU Library online resource, explore refereed journals to view peer-reviewed literature that deals with one of more of the theories of Habermas, Baudrillard, Horkheimer, Adorno and relevant other scholars.

Assignment & Due dates

- Facilitator Discussion Guide Feb. 24 - assigned student(s) only.
- Response to Facilitator Discussion Question Feb 28

MODULE 8

February 29 – March 5

Module Objectives

- Analyze and critique theoretical research
Facilitator’s Discussion Guide

This week, our discussion will be focused on providing a thoughtful critique of one of your peer’s literature Review paper. Choose one of the final papers submitted by your classmates (not your own) and analyze/critique (1) the suitability to global strategic communication of the theory selected, and (2) the suitability and quality of the concepts discussed in the literature review.

I hope you will be interested enough in your classmates’ final papers to offer some comment on their usefulness and applicability to global strategic communication.

- Due March 5 before 11:59 pm

Assignment & Due dates

- Literature Review Paper due Feb 29
- Facilitator Discussion Guide March 2 –to be prepared and posted by the Professor.
- Response to Facilitator Discussion Question March 5 [critique of one peer’s Literature Review (Final Paper)] – March 5