Course Description
Examines theories and processes of mass communication, as well as media responsibility to society and the social and ethical responsibility of communicators.

Prerequisites
Permission of the instructor.

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.

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/technologies appropriate for the communications professions in which they work.

Teaching Method
The course will be a mixture of lectures and in-class discussion. This is a graduate level course, and as such, the instructor expects all students to be fully prepared for class, meaning they: complete all reading assignments, attend all classes and actively participate in class discussions, among other expectations. The instructor encourages open discussion and respectful debate and disagreement. Controversial and sensitive topics will be freely discussed; however, students are expected to be respectful of diverse opinions and perspectives, and to refrain from intolerant or insensitive remarks.

Required Text
ISBN: 978128505207
Required readings assigned in class

Recommended Text

Students with Disabilities
If you have any special circumstances, please make me aware of them so that you may be better accommodated. For questions and information about support services, please call the FIU Office of Disability Services at 305-348-3532 (University Park Campus: GC 190) or 305-919-5345 (Biscayne Bay Campus: WUC 139).

Attendance
Attendance in class is required and expected. Just as you are in the workplace, you are expected to be in class on time. You may have one unexcused absence with no penalty to your participation grade. Only excused absences provide grounds for makeup quizzes, assignments or presentations. The university recognizes documented illness and the death of immediate family as examples of circumstances that call for excused absence. In the case of illness, you need a doctor’s note that says you COULD NOT ATTEND class, not a note saying you went to a doctor. In the case of a death, you need to provide a funeral program or obituary documenting the death and your relationship to the deceased.

Please note: The university does not recognize as excused absences such things as non-emergency medical events (a trip to your doctor’s office for a checkup); work obligations; trips; family events; an assignment in another class; car trouble; etc. Beyond one unexcused absence, points will be deducted from your participation/attendance grade.

Absences due to medical or family emergencies—with appropriate documentation—are excused and do not affect the participation grade. In order to be considered for an excused absence, you must contact the instructor within one business day of your absence and provide the appropriate documentation. Missed work may be turned in ONLY if legitimate, written documentation for an excused absence is provided within two (2) days of the scheduled exam date. Otherwise, you will receive a zero.

All assignments that are late due to unexcused absences receive a zero. Arriving late to class will also negatively affect your grade. However, please remember that if you are late or absent, it is your responsibility to get the notes, lecture material, handouts, etc. from another student.
**Courtesy**
Please turn off your cellular phones at the start of every class. If you are late to class, avoid disrupting the class when you enter. If a classmate is making a presentation, wait until they are finished before entering a class that is in progress. During class discussions, avoid interrupting fellow students and be respectful of other people’s views and beliefs. I reserve the right to drop any student from the class who is disruptive or otherwise negatively impacting the learning environment.

**Deadlines and due dates**
Unless you have a documented excuse, there will be no make-ups or extensions for any presentation, exam or assignment. Late assignments/exams/presentations are not accepted. Nor are any submitted via email. All assignments/presentations/exams must be turned in, in-person, on the assigned date in order to receive a grade. Assignments not properly submitted will receive a zero. Any group that does not present when called upon will receive a zero. If a group member is absent the day his or her group is asked to present, he or she will receive a zero.

**Departmental writing policy – graduate**
Good writing is vital to a career in Global Strategic Communication. Thus, all papers, reports, and tests written outside of the classroom – regardless of length – will first be graded for language skills and structure. Following that, the paper will be reviewed for content. Any paper containing three-five errors will automatically lose 10 points (based on 100); any paper containing six to eight errors will automatically lose 20 points (based on 100); any paper that contains nine to 11 errors will automatically lose 30 points (based on 100), etc.

**Academic Honesty**
Student must follow the Standards of Conduct described in the student handbook. (http://www.fiu.edu/~sccr/standards_of_conduct.htm) In course assignments and exams, the use of literature, notes, aids, or assistance from other sources should be clearly. Students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. Cheating or plagiarism will result in an automatic F on the related assignment or exam, and possible further disciplinary measures. The university defines cheating and plagiarism as:

*Misconduct includes: 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. Plagiarism – The 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 responsible for plagiarism.*

**Extra Credit**
I do not give extra credit. Please do not ask.
Assignments
Each student will complete/submit the following presentation assignments. More detail on each of these assignments will be provided in class and are included at the end of this syllabus.

Group Content Assignment
1 short presentation: 10-15 minute presentation on a topic related to the course content. Topics will be assigned by the instructor and the presentations should complement the information in the text, not summarize it. Do not simply read us what is written in the textbook, or you will receive a low grade. The presentation or handout must be submitted through the Blackboard Assignment box.

Literature Review Presentation
One short presentation; 10-15 minutes on your literature review findings.

Literature Review, methodology and final research papers

Individual OR Group Final Research Paper Assignments
All students will do a required research project. Students may choose to work individually or in groups of two. Each student/group will submit (a) a literature review, (b) a methods proposal, (c) a final research paper, and (d) a multimedia presentation summarizing their paper. The details of each assignment are attached to this syllabus.

Participation
You will be expected to attend class regularly, participate in class discussions, and prepare for class ahead of time. Students should come to class with at least two written questions or comments pertaining to the readings for that day. These questions/comments will be submitted to the instructor and will be used to stimulate discussion. Your participation grade will be based on your attendance, active participation and your submission of written questions for discussion.

Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
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<tr>
<td>In-Class Presentations</td>
<td>20</td>
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<tr>
<td>Literature Review Presentation</td>
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<tr>
<td>Literature Review</td>
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<tr>
<td>Methodology</td>
<td>10</td>
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<tr>
<td>Final Presentation</td>
<td>10</td>
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<tr>
<td>Research Paper</td>
<td>30</td>
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<tr>
<td>Peer Evaluations/Participation/Attendance</td>
<td>10</td>
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Grading Scale:

A   = 94-100%
A   = 90-93%
B+  = 87-89%
B    = 84-84
B -  = 80-83%
C+  = 77-79%
C    = 74-70%
D+  = 67-69%
D    = 64-60%
F    = ≤59

Note: Grades will be rounded to the nearest percentage point. In other words, if the tenths place is .5 or greater the grade will be rounded up to the next percentage point (e.g., an 89.5
will be rounded to a 90; an 89.4 will be rounded to an 89).

**Dates to remember:**
- Last day to drop with no financial penalty: January 19
- Last day to withdraw with 25 percent refund: February 5
- Last day to drop with a WI or DR grade: March 21

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>Research Topics Due</td>
<td>January 26</td>
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<tr>
<td>Student Presentations Begin</td>
<td>January 26</td>
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<tr>
<td>Literature Reviews and Presentations due</td>
<td>February 23</td>
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<tr>
<td>Methodology Sections due</td>
<td>March 16</td>
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<tr>
<td>Final Paper Presentations</td>
<td>April 13-27</td>
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<tr>
<td>Final Papers Due</td>
<td>May 3</td>
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**COURSE SCHEDULE (Subject to change)**

**Week 1**
- Jan. 12: Introduction to Class
- Go over syllabus
- Assign group presentation topics
- Decide if research project done individually or group
- Read Chapter 1: Understanding and evaluating mass communication theory

**Week 2**
- Jan. 19: Theories
- Conducting Scholarly Research
- Library Resources
- Read Chapter 2: Establishing the terms of the debate over media

**Contracts due**

**Week 3**
- Jan. 26: Theories
- APA Style
- Research Topics Due

**Student Presentations Begin**

- Read Chapter 3: Normative theories of mass communication

**Week 4**
- Feb. 2: Theories
- Read Chapter 4: The media-effects trend

**Week 5**
- Feb. 9: Advertising
- Read Chapter 5: The emergence of the critical-cultural trend in North America

**Week 6**
- Feb. 16: Organizational Theories
- Read Chapter 6: Theories of media and human development

**Week 7**
- Feb. 23: Public Relations

**Literature review & presentations due in class**

- Read Chapter 7: Audience theories

**Week 8**
- March 2: Audiences
- Read Chapter 8: Theories of media cognition and information processing

**Week 9**
- March 9: Spring Break—No class
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<tr>
<th>Week 10</th>
<th>March 16: Effects</th>
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<tr>
<td><strong>Methodology Paper Due</strong></td>
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<td>Read Chapter 9: Theories of the effect of media on society</td>
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<tr>
<th>Week 11</th>
<th>March 23: Effects</th>
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<tr>
<td>Read Chapter 10: Media and cultural theories</td>
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<tr>
<th>Week 12</th>
<th>March 30: What’s Next?</th>
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<td>Read Chapter 11: The future of media theory and research</td>
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<td>Groups meet with professor to discuss research paper</td>
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<tr>
<th>Week 13</th>
<th>April 6</th>
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<td>Groups meet with professor to discuss research paper</td>
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<th>Week 14</th>
<th>April 13</th>
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<tr>
<td>Final Paper Presentations <strong>All groups come prepared to present final papers</strong></td>
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<th>Week 15</th>
<th>April 20</th>
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Final Exam Week: May 3 **Final research paper due in class.**
GUIDELINES FOR ASSIGNMENTS

1. LITERATURE REVIEW

You are being asked to create a literature review for this assignment, which requires you to categorize relevant articles in your research. They can be grouped by topic, methodology, focus or other relevant area. You will need roughly 30-35 academic sources for a passing grade with this assignment.

With a literature review, there are a few things that you’ll need to include for each article reviewed. You’ll need to describe each author’s thesis and/or research results. You can also describe any assumptions, limitations, or benefits that are relative to the review if you feel they are appropriate. Each article should also be correctly cited in the APA style format. A quick online search will give you directions on how to correctly format your citations and bibliography.

After having reviewed, grouped and analyzed all articles, you’ll need to provide an assessment of the state of the research in your area. This should include at least two paragraphs at the end of the paper. You’ll want to note the gaps in the research studies here – what’s missing that is important in your opinion? Based on your newly acquired knowledge of your research topic, please formulate your research question(s) or hypotheses in these last two-three paragraphs.

Prepare a 10-minute presentation explaining the key findings of your lit review to justify the proposed research questions or hypothesis.

This paper should be 10-12 pages, double-spaced.

2. METHODOLOGY ASSIGNMENT

This assignment asks your group for two items. First, you will need to write a brief description of your method, why it is appropriate to address your research questions or hypotheses, as well as indicate how you are going to use it to gather your data. This section should be very precise and detailed. For example, if you are doing a content analysis you’ll need to indicate the media you are studying, explain the time period, the location of the variables you’re studying in the media, as well as all of the topics you would like to study within the media. You’ll need to justify your decisions as well. Each method (content analysis, interviews, experiment, focus groups, survey, etc.) will require a different set of topic-specific information.

Second, your group will need to provide a code sheet, questionnaire, survey, list of questions for interviews, detailed experimental design or other items that will operationalize your study.

This paper should be 3-4 pages long, typed and double-spaced. APA format.

3. FINAL RESEARCH PAPER

Each group is required to produce a 20-30 page research paper at the end of the semester based on primary research (meaning your group will need to conduct the actual research). When you are done with the research, you’ll need to analyze the
results. What categories can you put them in? What are the interesting connections that are being made between different groups – what do the results mean?

After you do this, compare your results to the research categories you already created in your literature review. How are your results different, what do they add that’s new, what do they support or counter, and how is your study useful?

Follow this structure for your final paper.

**Structure:**

**Introduction** – introduce topic, why important, map of paper’s content, research questions or hypotheses

**Literature Review** – you should already have this completed by mid-semester.

**Methods** – discuss your methods, describe exactly what you did and how you did it. This should also be completed by mid-semester.

**Results Section** – here you will categorize your research results and their significance. You’ll also compare where they fit in compared to your literature review (do they counter some info, agree with some results, how are they similar/different?).

**Discussion Section** – what is the significance of your study? What are the strengths? What were the limitations? What could have gone better and what do you suggest future researchers to look at?

**Conclusion** – wrap up entire paper and summarize.

This paper should be approximately 20-30 pages long, double-spaced, 12-point font, with standard margins, in APA style and include all citations in text and in reference section.

4. **PRESENTATIONS**

Each student will make a group class content presentation and a research presentation. Both presentations must be include multimedia components (i.e. PPT or other visuals) and serve to deepen the class’s understanding of the topic.

**Group Class Content Presentation**
1 medium length presentation: 20-30 minute presentation on a topic related to the course content. Topics will be assigned by the instructor, and the presentations should complement the information in the text, not summarize it. Do not simply read us what is written in the textbook, or you will receive a low grade. The presentation or handout must be submitted through the Blackboard Assignment box.

**Research Presentations**
Two short presentations: 10-15 minutes on your literature review. See guidelines above.

One medium length presentation: 20-30 minutes on your final research paper, encapsulating all sections of the structure discussed above.
CONTRACT:

I understand this syllabus represents a contract. I agree to abide by the terms outlined in class and in the syllabus for the Spring 2016 semester.

Turn this form in no later than the beginning of class, Tuesday, Jan. 19
No grades will be posted for you until you have returned this form.

Signature:

Print name:

Date: