

MMC 6660-0956
Fall 2017 Syllabus

Mass Communication & Society

“Think for yourself. Ask questions. Read widely.” ~ [Rui Chenggang](#)

“Whether we gain or not by this habit of profuse communication it is not for us to say.”
~ Virginia Woolf, [Jacob's Room](#) (1922)

“In capitalist usage, freedom of the press means freedom of the rich to bribe the press, freedom to use their wealth to shape and fabricate so-called public opinion.”
~ Vladimir Lenin

[東問西答ⁱ](#)

Course Information

When: Monday Periods 6 - 8 (12:50 PM - 3:50 PM)

Where: Weimer G030

Instructor: Dr. Ronald R. Rodgers

Email: rrodgers@jou.ufl.edu (However, use Canvas mail.) I will respond as soon as possible within 24 hours Monday through Friday.

Office: 3058 Weimer Hall, 392-8847

Office Hours: Listed on my schedule or make an appointment

Link to my schedule: <http://bit.ly/1mcr63C>

Course Description

MMC 6660 Mass Communication & Society is a graduate seminar at the University of Florida's College of Journalism and Communications. This seminar will focus on the many influences – both covert and overt – on journalistic conduct and content, on media messages, and on the act of communication itself and its effect on individuals and society. We will explore the structure of communication – through the lens of media ecology, social theory, and media sociology as represented by Shoemaker and Reese's Hierarchy of Influences Theory outlined in [Mediating the Message in the 21st Century: A Media Sociology Perspective](#) and Neil Postman's [Amusing Ourselves to Death: Public Discourse in the Age of Show Business](#).

Course Objectives

The purpose of this course is to give students in journalism, advertising, public relations, telecommunications, other mass communications fields, and anyone else interested in mass communications – and that should be everyone – the opportunity to explore issues in the interaction between mass media/mass communication institutions and society. The course is

aimed at helping students to develop a critical perspective on mass media and the acts of communication as they consider different ways in which media institutions and media content affect – and are affected by – individuals and the many institutions of society.

Required Texts and Readings

- [*Mediating the Message in the 21st Century: A Media Sociology Perspective*](#) by Pamela Shoemaker & Stephen Reese **(MTM)**
- [*Amusing Ourselves to Death: Public Discourse in the Age of Show Business*](#) by Neil Postman **(AOTD)**
- [*Media, Mission and Morality*](#) by John Calhoun Merrill
- The Twitter hashtag for this class [#MMC6660](#) – think of this as a book that updates daily.
- Organizing Your Social Sciences Research Paper:
<http://libguides.usc.edu/writingguide/researchdesigns>
- **Other Selected Readings/Screenings:** To be handed out in class, by web links below, or through the file folder in Canvas.

Some Recommended Books & Websites

- [*The Media and Modernity: A Social Theory of the Media*](#) by [John B. Thompson](#)
- Top 20 Resources for Communications Graduate Students
<http://ufdc.ufl.edu/IR00007297/00001>
- ***Communication Research: Strategies and Sources*** by Rebecca B. Rubin, Alan M. Rubin, Linda J. Piele, and Paul M. Haridakis, 2010. (Wadsworth Cengage Learning). (If you are a new master's student, this book will help you develop your research skills to meet the expectations of the Graduate Faculty.) <http://bit.ly/2aeJ3fj>
- ***Mass Communication and American Social Thought: Key Texts, 1919-1968*** by John Durham Peters and Peter Simonson, 2004 (Rowman & Littlefield). <http://bit.ly/2aeJaHv>
- **Purdue Online Writing Lab's Research and Citation Resources** is helpful with writing, research and style questions: <http://owl.english.purdue.edu/owl/section/2/>
- You also might find the following helpful: **Improving your academic writing: My top 10 tips**
<http://www.raulpacheco.org/2013/02/improving-your-academic-writing-my-top-10-tips/>

Other Requirements

- Bring a laptop or tablet to class, but keep it closed until we need it for class activity.
- Follow APA style for all your citations and reference lists in this course. Useful site:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Follow me at [@ronroddgers](#) and then regularly check out the class hashtag [#MMC6660](#). I post items ripped from the latest news about journalism, media, and communications. Material from this will most likely become part of the discussion and Question Time in each class.
- **Except where noted, all written work will be filed through Canvas – no exceptions.** Log in to Canvas at <http://lss.at.ufl.edu> If you are unfamiliar with Canvas or have any questions,

check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk <http://helpdesk.ufl.edu/> to get assistance. I am not an expert in this system.

Email Policy

1. All email will be sent through the Canvas system – no exceptions.
2. The email should be as specific as possible.
3. It should include your full name.
4. You should also note that I check my email **once** in the morning and **once** in the evening Monday through Friday.
5. I should also note that I do not read emails of more than half a screen long. If you have that much to say, then let's have a conversation face-to-face.
6. I also do not read emails that begin with "Hey" – in fact, if you don't know what I mean, read: "How to Email Your Professor" <http://bit.ly/2brGf3E>

Course structure

Most classes will consist of some lecture and discussion, videos or audios, classroom presentations/student discussion led by a discussion leader, and work on research and writing with face-to-face small-group meetings. This class is essentially an active reading of our texts and some assigned readings. In all your reading this semester, follow the concentrated, focused, and annotative active reading method outlined in the following:

<http://www.cla.csulb.edu/departments/english/docs/ACTIVEREADING.pdf>

Note: Participants in this seminar are expected to complete all reading assignments and screenings prior to class. Participants in this seminar will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures, including:

- Contribution to class discussions
- Reading reaction essays
- The leadership of discussions of a close reading of week's readings as assigned
- Completion of a Research Paper

Other Course Management Issues

Accommodation for disabilities: Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the Disability Resource Center <https://www.dso.ufl.edu/drc/> as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall https://www.dso.ufl.edu/documents/drc/Reid_Construction_Map_2.pdf, 352-392-8565 (877-983-3326 Toll Free).

Late assignments: No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse.

Common courtesy: For heaven's sake, turn off your cell phone! Please also observe other rules of common courtesy, such as not speaking to your classmates (or yourself) when others are making a presentation or talking, not falling asleep in class, not scrolling the Web, not playing the high-school slacker or oppressed student slouching in the back row, etc.

Be Good: And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the UF Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/default.aspx>. The Center is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Syllabus Changes: The instructor reserves the right to alter, with notification, the syllabus or course schedule as the need arises. This might include the latest research and readings from popular literature and the possibility of guest speakers and special presentations, some of which may be scheduled outside of class time.

CAVEAT: At times a class such as this will deal with controversial topics, so be warned words that may be considered offensive or ideological may be spoken in the context of subjects we are discussing. Despite what those higher-ed bashers on the left and right say, as a teacher I have no political or social agenda, so do not try to answer in a way you believe might comport with what I want to hear or read. Feel free to advocate any position as long as you remain respectful of others' opinions, and always be able to defend your point of view. There is nothing I dislike more than unevidenced assertions that often begin with "Well, in my opinion"

On Writing & Research

Plagiarism and Academic Honesty: For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. We acknowledge other people's work by "[standing on the shoulders of giants](#)," as Newton put it. If you think this class, this university, this nation is "a culture of cut and paste," as two international students described to me their country, think again. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit any time you draw on

someone else's writing. When in doubt, always cite.

Note: I have been working with words for so long that I have a sensor that can spot changes in tone or style indicative of cutting and pasting. I will often run such work through a plagiarism detector.

- You are required to read both the UF Academic Honesty policy <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty> and the Journalism Department's Academic Honesty document <http://plaza.ufl.edu/rrodgers/Academic%20Honesty.html>, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.
- Do not rely on what you think you've learned before. Prof. Mindy McAdams has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>.
- If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- Great side-by-side comparison re plagiarism: <http://money.cnn.com/interactive/news/kfile-monica-crowley-dissertation-plagiarism/>
- If you have questions, ASK ME! There's no penalty for asking questions, but the penalties for plagiarism are severe, including dismissal from the program.
- Treat Internet sources like any other book, journal article or other print source. Make CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.
- DO NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution. If you want to write on a topic you have worked on before, that might be acceptable IF you discuss it with me and get permission IN ADVANCE.
- Finally, all students are bound by the university's Honor Code Policy at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> **Anyone who violates these policies in this course will receive a failing grade in this course and face further sanctions from the college and university.**
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Assignments

Class Participation & Attendance

Participation: Students are expected to attend every class and to participate in class discussions. You are expected to play an active part in shaping this course and keeping it focused on the broad objectives. Obviously, this means you are expected to attend class regularly, to be in the classroom by the time class begins, to contribute to identifying relevant readings and other resources, and to participate meaningfully in class discussions. In addition to being physically present in class, I expect you to be mentally present. That means you will NOT be texting, emailing or using your laptop or phone during class time. Unless there's a specific need for someone in the class to get online, leave your laptop closed and your phones turned off during class. Again, students are expected to participate in class discussions. Windy verbosity with no point and hushed passivity will not go unnoticed and will figure in your grade. Try to find the balance.

Question Time: Indeed, you can expect questions in class related to our readings, discussions, and posts to Twitter. These questions will require a response reflective of your mastery of and deep thinking about the required readings up to that point in the semester.

Here is part of how I also think about and evaluate your class participation re discussion:

1. You add significant, insightful content to discussion but do not dominate the conversation.
2. You speak from time to time, but look for more opportunities to add to our discussions.
3. Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

Note: A significant part of my evaluation here is also your participation in social media related to class. That is, how often do you respond to tweets in the class hashtag? How often do you post relevant items about journalism with the hashtag #MMC6660 ?

50 points

Attendance: Excuses for absences must be legitimate – and I need to see evidence for why you missed class and then I will decide if it is legitimate. More than one absence will affect your final grade. **Students will receive a failing grade for missing 3 or more classes without a legitimate excuse.** Excused absences include documented medical excuses and religious observances (with advance notice). **Please contact me before class.** University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work. If you cannot be in class, please send me an email to that effect (in advance). That is the professional thing to do. Not doing so is rude.

50 points

Minus 10 points for each class missed

Class Takeaways and Questions

Two things here:

1. Concisely express in assignment on Canvas in three to four paragraphs two of the most significant (central, useful, meaningful, surprising, disturbing) things you have learned in class that day, in your readings, in my posts to Twitter, or even elsewhere. Include anything you did not understand. Reveal your thinking, and please avoid being superficial or perfunctory. **5 points**
2. Include at least one question that remains uppermost in your mind. This question cannot be perfunctory or unrelated to our class readings and discussions. **5 points**

Please note: This should be constructed just as I have above. Use numerals. No. 1 for your paragraphs and No. 2 for your question.

Also note: If you are not in class, then you cannot post a Takeaway. Period.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

10 points each

Due 11:55 p.m. Mondays

Deep-Think Reaction Essay

Reaction Essays of at least two full pages dealing with readings of the week will be due as a submittal to Canvas on Tuesdays at noon. Your essay should discuss – if assigned:

1. The MTM chapter.

2. The AOTD chapter.
3. Any secondary reading(s).
4. A brief summary of a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results. You can find research papers through Google, Google Scholar or through the UF Library. Use such terms as [“Hierarchy of Influences” model](#) or [“Shoemaker and Reese”](#) or [“Shoemaker and Reese” hierarchical model](#) or etc.

Your essays are your way of intellectually struggling with the material. This essay should not summarize the readings, but instead should indicate one or two specific ideas and a passage (or two) from the texts that shaped your response. What interested you? What perplexed you? What seemed particularly significant? What seemed right on? What seemed problematic? Why? Essentially, I do not want to see an essay that is **description only** and fails to offer analysis and to leap off from the readings into a brief discussion reflecting [critical thinking](#), creative [ruminations](#), and some interpretations about the subject matter of the week. I also believe, at heart, that editing oneself is the key to good writing, so a reading reaction that is poorly written and/or edited can garner a grade of zero or slightly better depending on the degree of the failures of writing and/or editing.

Your essay should be about the essence of the assigned readings/screenings in which you also respond to any questions I might ask. This is followed by your explorations of the texts and would include your own experiences if relevant, lecture material – take notes – and anything you have read earlier both inside and outside class that would help inform your essay. Critical thinking is making connections. This needs to reflect your deep thinking about the readings. Points off for being superficial or perfunctory; off point; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays.

Note: Each week I may ask individual students to offer a summary of their essay in class – so be ready.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

Read this before your first essay: Writing with Authority:

<https://www.dropbox.com/s/ic1oe5oiq8k43v8/Writing%20with%20Authority.pdf?dl=0>

Specifically, here is a general rubric for the essays:

1. **100 points:** Exceptional. The essay is focused and coherently integrates examples with explanations or analysis. The entry reflects in-depth engagement with the topic.
2. **80 points:** Satisfactory. The essay is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic.
3. **60 points:** Underdeveloped. The essay is mostly description or summary, and contains few connections between ideas. The entry reflects passing engagement with the topic.
4. **40 points:** Limited. The essay is unfocused, or simply rehashes previous comments, and displays no evidence of engagement with the topic.
5. **20 to 0 points:** No Credit. The essay is missing or consists of disconnected sentences.ⁱⁱ

Note 1: Writing mechanics problems will also affect your grade. Edit yourself before posting.

Note 2: There is nothing I dislike more than unevidenced assertions that begin with “In my opinion” or some variant of this.

100 points each

Due on Sundays at 11:55 p.m.

Discussion Leader

Depending on the size of class, one or more students will be assigned each week to lead discussion of a close reading of that week’s readings/screenings. You can draw on the assigned readings, previous lectures and/or discussion, from posts to Twitter, or from videos or other visuals you know of that might be relevant.

- To aid your discussion, you are required to provide each member of the class with a 1- to 2-page outline summarizing each of the readings assigned for that week. You should also include discussion questions with your outline to help guide the conversation. And note, I expect conversation from the rest of the class and will note its absence. (Be sure to also post this to Canvas.)
- You might also consider employing a thought probe or thought experiment intended to pry loose constructed reality notions embedded in our common sense view of the way of the world.
- Google [“leading class discussion”](#) for pointers on how to keep the conversation flowing.

Objective: The purpose of this exercise is:

- (1) To focus your energy on thought in a close reading of the material
- (2) Make connections among the works and theories reflective of your critical thinking
- (3) To add more to the discussion than is covered in the reading on the face or in my own lectures – which are, essentially, just one point of view.

Mechanics: The discussion will take place near the beginning of class. You have up to one hour. Please use a PowerPoint presentation and come in early to set it up. And make sure it is in a readable style and that you follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. While the instructor will jump in and contribute to the discussion, students should be prepared to extend student interaction for the entire hour.

How do I grade? How well your presentation clearly exemplifies a distillation of the week’s assignments & how well you garner class participation in a discussion.

Organization and Presentation will also weigh heavily in your grade. In other words:

- ✓ Were handouts and outlines used? Were they helpful in the presentation?
- ✓ Were you articulate and professional?
- ✓ Were audio-visual aids used appropriately, if applicable?
- ✓ Were you well-versed in the topic?
- ✓ Did the presentation have a clear, well-focused introduction, a solid middle, and a convincing conclusion?
- ✓ Is it audience centered, i.e. good eye contact, clear diction, and meant to be heard, not read?
- ✓ Did you generate discussion and were you able to answer questions?
- ✓ Did you focus on one or two main ideas and build on them in class discussion? You have

- already done much of this work in your weekly essays.
- ✓ Did you include substantive discussion questions with your outline to help guide the conversation?

100 points
Assigned Weekly

Portfolio-Quality Paper Proposal

Send me by email a well-thought-out paper idea for vetting before you go too far.

Teams of 2 will write a 3- to 4-page paper proposal. It should include a brief summary of the paper you want to write, a Research Matrix with at least 10 scholarly articles relevant to your topic, the Research Question(s) you want to answer, a brief tentative outline of the proposed paper, and then two or three paragraphs about your method – that is how you plan to answer the question(s) related to your topic.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

- Follow this outline of the elements of a research proposal for your own proposal:
<http://www.users.drew.edu/sjamieso/Resources/Proposal.pdf>
- On the Research Matrix
 - Writing A Literature Review and Using a Synthesis Matrix
<https://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf>
 - Using a Matrix to Organize Research
http://www2.smumn.edu/deptpages/tcwritingcenter/forms_of_writing/LitRevMatrix_TC.pdf
 - Create Your Own matrix in MS Word
http://www2.smumn.edu/deptpages/tcwritingcenter/forms_of_writing/Matrix.doc
 - Step-by-Step Approach http://guides.library.jhu.edu/ld.php?content_id=16149115
(This example puts author info in left margin)
- If scholarly research is new to you, you might find this map of a research paper helpful:
<https://www.dropbox.com/s/pdrqslemsowat23/Typical%20Research%20Article%20Structure%20.png?dl=0>

100 points
Due 11 a.m. Sept. 25

Proposal Presentation

For the brief presentation in class (no more than 10 minutes), bring in a 1-page worksheet outlining your paper and a copy of your Research Matrix – enough for all in class. **Post your presentation worksheet and any other materials you use to Canvas assignment**

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

50 points
Brief Paper Proposal Presentations in Class Sept. 25

Media, Mission, Morality Essay

You will write a full 5-page essay about this book due near the end of the semester – at which time you will offer a brief summation of your essay in class. Indeed, you have nearly the entire semester to read this short book – which is essentially a lengthy essay. However, don't wait to the end. Have a conversation with the book. Read it over time and make notes about the text

and your response to the author's arguments. Do not approach this as you would a book report. Rather, this essay should reflect your deep-thinking about the book and your intellectual struggle with the material as you interpret the author's meanings and/or arguments as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind. How do these concepts link up to your own life? How does the author's argument counter the precepts of journalism that you believe to be true? Do you agree or disagree? You should write about how the book might connect to material from previous weeks or from your experience in whatever form that takes.

Note: I will evaluate this essay much as the general rubric for essays outlined above.

Format: 12 pt. Times-Roman, **double**-spaced, one-inch margins, Word document.

Objective: The purpose of this essay is to hone:

- (1) Your skills at formulating your thoughts around a focused piece of writing.
- (2) Your skills at writing concisely and with clarity.
- (3) Your thoughts and ideas about, your approach to, and your philosophy of journalism.

100 points

Due 1 p.m. Sunday, Nov. 26

Grade includes the clarity of your brief presentation in class on Nov. 27

Rough Draft of Final Paper

This should be at least two-thirds completed by due date. Small-group paper confabs to be scheduled. Post to Canvas a Word document version of your rough draft. You will bring enough copies of your rough draft in so everyone in the confab has a copy. We will go over these together. I am going to set up some time to go over these with you outside of class.

Format: 12 pt. Times-Roman, **double**-spaced, one-inch margins, Word document.

50 points

Due 11 p.m. Sunday, Nov. 5

Small group paper confabs Nov. 6

Final Paper

Teams of 2 will write a final 15- to 20-page paper of sufficient quality for submission to the AEJMC Southeast Colloquium <http://schieffercollege.tcu.edu/aejmc/papers-aejmc/>

Note: All writing is an argument to one degree or another. And arguments require evidence – not airy assertions. Because the paper should be of professional quality, grammar also matters. The paper should have a minimum of 15 citations from academic journals and other media sources. This cite is helpful: Purdue Online Writing Lab (OWL) Research and Citation Resources <https://owl.english.purdue.edu/owl/section/2/>. **Go to Appendix 1 for Research Paper Grading Rubric.**

Format: 12 pt. Times-Roman, double-spaced, one-inch margins, Word document.

Objective: The purpose of this paper is to hone:

- (1) Your skills at formulating your thoughts around a focused piece of writing.
- (2) Your skills at researching a topic.
- (3) Your skills at writing concisely and with clarity.

100 points

Due 11:55 p.m. Dec. 4

Final Paper Presentation

Use a readable PowerPoint presentation. You should have no more than 10 slides, you should take no more than 10 minutes, and all slides should employ a readable 30-point font. Organization and Presentation weigh heavily in your grade. See requirements for presentations under the Discussion Leader assignment.

Objective: The purpose of this presentation is to:

- (1) Encourage you to focus on your topic and eliminate the extraneous.
- (2) Impel you to think on your feet.
- (3) Develop your skills at oral presentation – a skill required of nearly ever career field.

50 points

Final Paper presentations in class Dec. 4

Grading

Activity	Points	Due
1. Participation	50	
2. Attendance	50	
3. Takeaways and Questions	100	11:55 p.m. Mondays
4. Reaction Essays	100	Sundays at 11:55 p.m.
5. Discussion Leader	100	Assigned Weekly
6. Paper Proposal	100	11 a.m. Sept. 25
7. Proposal Presentation	50	In Class Sept. 25
8. Media, Mission, Morality Essay	100	1 p.m. Sunday, Nov. 26
9. Rough Draft of Final Paper	50	11 p.m. Sunday, Nov. 5
10. Portfolio-Quality Final Paper	200	11:55 p.m. Dec. 4
11. Final Paper Presentation	100	In Class Dec. 4
Total	1000	

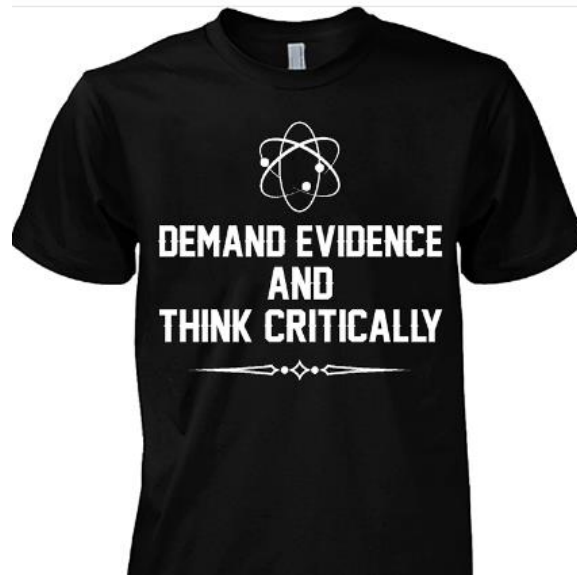
Note: Multiple assignments will be averaged.

Note: There is no final exam.

Note: I will not even read any long emails of grade disputation at end of semester. If you want to dispute a grade, do so within 24 hours of when the grade was posted. After that, it is final.

Final Grades Based on These Standard Break-Points

A	936+	B-	800-835	D+	671-699
A-	900-935	C+	771-799	D	636-670
B+	871-899	C	736-770	D-	600-635
B	836-870	C-	700-735	E	599 or Lower



MMC 6660 Schedule

Classes Begin: August 21
Classes End: December 6

Holidays – No classes
 September 4: Labor Day
 October 6-7: Homecoming
 November 10-11: Veterans Day
 November 22-25: Thanksgiving break

Readings, etc.	
	Class 1 - Aug. 21
✓ Class Introduction	
	Class 2 - Aug. 28
In Class	
✓ Question Time	
✓ Brief Lecture	
✓ Hierarchy of Influences Paper Summary – (Here each week you briefly summarize in class the paper you researched)	
✓ Takeaway & Question From Class Due at 11:55 p.m. today	
Read:	
✓ MTM: Preface and Forward	
✓ Reevaluating “The End of Mass Communication?” by Gabriel Weimann , Nirit Weiss-Blatt , Germaw Mengistu, Maya Mazor Tregerman & Ravid Oren (2014), <i>Mass Communication and Society</i> Available through UF Library at http://www.tandfonline.com/doi/pdf/10.1080/15205436.2013.851700	
✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.	
For background:	
✓ Major Theories of Mass Media and Communication http://bit.ly/2o9e9g6	
✓ What is Media Ecology? http://www.media-ecology.org/media_ecology/index.html	
✓ Media Ecology 101: An Introductory Reading List http://www.media-ecology.org/media_ecology/readinglist.html	

September 4 Labor Day – No Class

Class 3 - Sept. 11

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 1 – Media Content and Theory
- ✓ AOTD: Chapter 1 – The Medium Is the Metaphor
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Writing Advice:

- ✓ How to write paragraphs – <https://medium.com/advice-and-help-in-authoring-a-phd-or-non-fiction/how-to-write-paragraphs-80781e2f3054>

Class 4 - Sept. 18

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 2 – Beyond Processes and Effects
- ✓ AOTD: Chapter 2 – Media as Epistemology
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 5 - Sept. 25

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ **Paper Proposal Presentations:** Bring in a 1-page worksheet outlining your paper and a copy of your Research Matrix – enough for all in class. **Due 11 a.m. in Canvas: Portfolio-Quality Paper Proposal**
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 3 – Mediating Reality
- ✓ AOTD: Chapter 3 – Typographic America
- ✓ Research paper summary not required this week since you are working on your proposal.

Class 6 - Oct. 2

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 4 – Social Systems
- ✓ AOTD: Chapter 4 – The Typographic Mind
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 7 - Oct. 9

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 5 – Social Institutions
- ✓ AOTD: Chapter 5 – The Peek-a-Boo World
- ✓ “Technology and Ideology: The Case of the Telegraph” by James W. Carey
<http://faculty.georgetown.edu/irvinem/theory/Carey-TechnologyandIdeology.pdf> (PDF in file)
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 8 - Oct. 16

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 6 – Organizations
- ✓ AOTD: Chapter 6 – The Age of Show Business
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 9 - Oct. 23

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 7 – Routines
- ✓ AOTD: Chapter 7 – “Now ... This”
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 10 - Oct. 30

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ MTM: Chapter 8 – Individuals
- ✓ AOTD: Chapter 8 – Shuffle Off to Bethlehem
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 11 - Nov. 6

Rough Draft of Final Paper due at 11 p.m. Sunday, Nov. 5

No Class

Small Group Paper Confabs This Day in My Office

Read:

- ✓ MTM: Chapter 9 – Studying the Hierarchical Model
- ✓ AOTD: Chapter 9 – Reach Out and Elect Someone
- ✓ NO Reaction Essay due this week since you are finishing up your Rough Draft.
- ✓ NO Takeaway & Question today

Class 12 - Nov. 13

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Hierarchy of Influences Paper Summary
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ AOTD: Chapter 10 – Teaching as an Amusing Activity
- ✓ AOTD: Chapter 11 – The Huxleyan Warning
- ✓ Summarize a research paper informed by the Hierarchy of Influences – Research Question or Hypothesis / Method / Results.

Class 13 - Nov. 20

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ Takeaway & Question From Class Due at 11:55 p.m. today

Read:

- ✓ ACCURACY, INDEPENDENCE, AND IMPARTIALITY: How legacy media and digital natives approach standards in the digital age <http://bit.ly/2aUgwgI>

Class 14 - Nov. 27

Media, Mission, Morality Essay Due 1 p.m. Nov. 26 Media, Mission, Morality Essay Presentation in Class Nov. 27

In Class:

- ✓ Question Time
- ✓ Discussion Leader
- ✓ Brief Lecture
- ✓ NO Reaction Essay due this week to give time on MMM Essay and final draft of paper. Time set aside in class for working on final paper.
- ✓ NO Takeaway & Question today

Read:

- ✓ [Why the revolution will not be tweeted](#) by [Malcolm Gladwell](#)
- ✓ [The Political Power of Social Media](#) by [Clay Shirky](#)

If this intrigues you, here are some optional reads that add to the topic:

- ✓ How does social media use influence political participation and civic engagement? A meta-analysis https://journalistsresource.org/studies/politics/digital-democracy/social-media-influence-politics-participation-engagement-meta-analysis?utm_source=JR-email&utm_medium=email&utm_campaign=JR-email
- ✓ Gladwell Gets It Wrong On Social Media <http://www.npr.org/2011/02/03/133459806/the-nation-gladwell-gets-it-wrong-on-social-media>
- ✓ Note to Malcolm Gladwell: (Social) Media Matters <http://www.huffingtonpost.com/kirk-cheyfitz/note-to-malcolm-gladwell- b 818761.html>
- ✓ Gladwell vs. Shirky: A Year Later, Scoring the Debate Over Social-Media Revolutions <https://www.wired.com/2011/12/gladwell-vs-shirky/>
- ✓ What Shonda Rhimes Gets Wrong About Hashtag Activism <https://mic.com/articles/90969/what-shonda-rhimes-gets-wrong-about-hashtag-activism#.VYxnEhyX0>
- ✓ Connecting the Digital Dots From Elliot Rodger to Alyssa Funke: Slacktivism, Reductionism and the Predictable Blame Game of Tragic Death Narcotizing dysfunction taking over <http://www.huffingtonpost.com/clay-calvert/connecting-the-digital-do b 5407399.html>
- ✓ Digital activism and organizing: Research review and reading This bibliography is from Journalist's Resource, a project of the Harvard Kennedy School's Shorenstein Center and the Carnegie-Knight Initiative, an open-access site that curates scholarly studies and reports. https://journalistsresource.org/studies/society/internet/digital-activism-organizing-theory-research-review-reading-list?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%253A+journalistsresource+%2528Journalist%2527s+Resource%2529

Strong & Weak Ties

- ✓ Social Movements Need Strong and Weak Ties <https://www.psychologytoday.com/blog/consequential-strangers/201012/social-movements-need-strong-and-weak-ties>
- ✓ Weak Ties, Twitter and Revolution <https://www.wired.com/2010/09/weak-ties-twitter-and-revolutions/>
- ✓ The Strength of Weak Ties (Mark Granovetter's classic 1973 paper) https://sociology.stanford.edu/sites/default/files/publications/the_strength_of_weak_ties_and_exch_w-gans.pdf
- ✓ Strong and Weak Ties (A much more technical explication from the book Networks, Crowds, and Markets: Reasoning about a Highly Connected World) <http://www.cs.cornell.edu/home/kleinber/networks-book/networks-book-ch03.pdf>

Class 15 - Dec. 4

Final Paper Due 11:55 p.m. Dec. 4
Paper Presentation in Class Dec. 4

Class Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Appendix 1

Research Paper Rubric. This is the form AEJMC peer reviewers use to evaluate conference papers:

Criteria	Rate	Value
*Clarity of purpose 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Literature review 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Clarity of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Appropriateness of research method 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Evidence relates to purpose of paper 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Evidence is presented clearly 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Evidence supports conclusions 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
*Writing and organization 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>

Appendix 2

Your grade will also be based on the following:

200 points: Excellent Work: You have found material from a variety of sources that offers clear and comprehensive perspectives. Paper based on solid research. An insightful and thorough analysis provides context (political, economic, social, cultural, etc.) for an understanding of the media topic. Written clearly and correctly – free of spelling/grammatical errors. Paper includes introduction, presentation of research findings, an analysis and argument based on the findings, and a conclusion. Paper also includes any counter-arguments that exist out there – for example some research shows no harm from TV violence, and that may be the argument you want to make, but there is other research that shows the opposite. Don't ignore the counter-argument, but include it and explain why you and others who have explored this topic do not agree.

150 points: Satisfactory Work: You have met basic requirements, but your sources provide more limited information and insights. Your research could be better integrated. A solid examination of relevant issues, but more descriptive than analytical.

100 points: Below Average: Few sources and/or limited research. Little analysis. Description insufficient or superficial.

99 points or less: Unacceptable work. Little evidence of research. Inadequate description.

Good sources for researching a topic

- Our journalism/communications specialist librarian April Hines can be quite helpful email: aprhone@uflib.ufl.edu
- Google Scholar www.scholar.google.com A good source for finding research studies
- Here is a list of UF Library Guides http://guides.uflib.ufl.edu/prf.php?account_id=25932
- Project Starters at UF Library http://www.uflib.ufl.edu/ps_db.html
- JSTOR <http://www.jstor.org/>
- Mass Comm Subject Guide <http://guides.uflib.ufl.edu/masscommgrad>
- Advertising Subject Guide <http://guides.uflib.ufl.edu/advertising>
- Broadcasting/Telecom Subject Guide <http://guides.uflib.ufl.edu/broadcastingtelecom>
- Journalism Subject Guide <http://guides.uflib.ufl.edu/journalism>

Other Sources

- Google Scholar (Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.) <https://scholar.google.com/>
- Google Books (Search the world's most comprehensive index of full-text books. Begin learning how to use this. **Note:** Just about anything before 1923 is out of copyright and full text is available – and it is searchable. Still, many books are limited view to one degree or another but are still searchable. You may find what you need on the view – or at least

through search you can learn what pages what you seek are on and then check the book out of the library. Saves a lot of time. Also, many magazines fairly up to date are available full view – and are also searchable.) <https://books.google.com/>

- Internet Archive is another resource that includes all kinds of texts, videos, etc. <https://archive.org/>
- Benton Foundation: The Benton Foundation works to ensure that media and telecommunications serve the public interest and enhance our democracy. Great searchable data base both about the latest news in media and journalism with archives going into past <https://www.benton.org/>

Some Media Research as Models

- Do Black Lives Matter? A content analysis of New York Times and St. Louis Post-Dispatch coverage of Michael Brown protests <http://bit.ly/2b8rvXA>
- How Headlines Change the Way We Think <http://bit.ly/2b8rJO7>
- ACCURACY, INDEPENDENCE, AND IMPARTIALITY: How legacy media and digital natives approach standards in the digital age <http://bit.ly/2aUgwgl>
- The Mediatization of Religion: A Theory of the Media as an Agent of Religious Change <http://bit.ly/2aUgntp>
- BOOK: The Distributed Self: Virtual Worlds and the Future of Human Identity by Richard Gilbert
- And Andrew Forney. Abstract: This theoretical work develops two central premises. The first is that human identity, defined as a person's conception and expression of his or her individuality, is not fixed and immutable but changes in response to revolutionary developments in culture and technology. The second is that we are currently in the early phases of one of these profound techno-cultural transitions: the rise of 3D virtual worlds and the formation of a ubiquitous, photorealistic, seamlessly integrated, and massively scaled metaverse (Dionisio et al., in press) that will dramatically reshape our conception and experience of the self. <http://bit.ly/2bfDKNx>
- A Procrustean Probe by Tom Tyler **Excerpt:** The persistent worlds of Massively Multiplayer Online Role-Playing Games (MMORPGs) such as *World of Warcraft* (Blizzard Entertainment, 2004-) and *Lineage II* (NCsoft, 2003-) permit thousands of simultaneous players to compete and cooperate, frequently forming mutually-beneficial team-based clans and guilds [21]. At the same time, players interact across immense distances, whether we consider the colossal game worlds themselves--the 'boards' on which play takes place are now measured in virtual miles and bristle with ever more quests [22]--or the locations of individual players, connected to one another by means of national, international, and even global servers. In both cases--the volume of simultaneous players and the worldwide arenas of play--it is the underlying computer technology that permits the scale of digital multiplayer gaming to dwarf that of traditional games. Far from encouraging only solitary virtual bowling, digital processing helps recreate the world, as McLuhan famously observed, in the image of a tribal-global village (McLuhan & Stearne, 1967, p. 280). <http://gamestudies.org/0802/articles/tyler>

Some leading journalism and media publications on the Web

- Accuracy in Media (AIM): <http://www.aim.org/>
A conservative watchdog organization that sets out to document the liberal bias of the news media.
- Advertising Age (MediaWorks) <http://adage.com/channel/media/1>
- Adweek <http://www.adweek.com/>
- American Society of Newspaper Editors <http://www.asne.org/> Contains reports on journalistic practices, including a compilation of newspaper codes of ethics.
- BBC College of Journalism <http://www.bbc.co.uk/academy/journalism>
- Benton Foundation – Headlines <http://feeds.benton.org/headlines/feed?q=headlines/feed>
- Benton Foundation <https://www.benton.org/>
- Broadcasting & Cable <http://www.broadcastingcable.com/>
- BuzzMachine <http://buzzmachine.com/>
- Center for Digital Democracy <https://www.democraticmedia.org/>
- Center for Media and Democracy's PRWatch <http://www.prwatch.org/>
- Columbia Journalism Review <http://www.cjr.org/>
- Digital Tampering <http://pth.izitru.com/>
- Drudge Report <http://drudgereport.com/>
- Editor and Publisher <http://www.editorandpublisher.com/>
- FactCheck.org <http://www.factcheck.org/>
- Fairness & Accuracy in Reporting (FAIR): <http://fair.org/> A liberal watchdog organization that sets out to document the conservative bias of the news media.
- Gawker <http://gawker.com/>
- Guardian (Media) <https://www.theguardian.com/us/media>
- Huffington Post <http://www.huffingtonpost.com/>
- Huffington Post's Eat The Press <http://www.huffingtonpost.com/news/eat-the-press/>
- IJPC Journal: [Image of the Journalist in Popular Culture Project](http://www.ijpc.org/) (<http://www.ijpc.org/>) <http://ijpc.uscannenberg.org/journal/index.php/ijpcjournal/index>
- [The Image of the Journalist in Popular Culture \(IJPC\) Database](http://www.ijpc.org/) with more than 87,700 items on journalists, public relations practitioners and media in films, television, radio, fiction, commercials and cartoons is now online.
- iMediaEthics <http://www.imediaethics.org/>
- Law & Disorder <http://arstechnica.com/tech-policy/>
- Media Channel <http://www.mediachannel.org/>
- Media Wire <http://www.poynter.org/tag/mediawire/>
- Mediagazer <http://mediagazer.com/> I follow this on my Feedly reader. Mediagazer presents the day's must-read media news on a single page. It includes a regularly updated media jobs board.
- Mediagazer Leaderboard <http://mediagazer.com/lb> lists the sources most frequently posted to [Mediagazer](http://mediagazer.com/).
- NewsHour Media Watch (PBS) <http://www.pbs.org/newshour/tag/media/>
- Nieman Journalism Lab <http://www.niemanlab.org/>
- Nieman Reports: <http://www.nieman.harvard.edu/Reports.aspx>
- NY Times Media News <http://www.nytimes.com/pages/business/media/index.html>
- Online News Association <http://journalists.org/>
- People and the Press <http://people-press.org/> A foundation devoted to improving the performance of the press, with some great surveys of journalists and the public
- Pressthink <http://pressthink.org/>

- Project for Excellence in Journalism
<http://www.journalism.org/>
- Publisher's Weekly
<http://www.publishersweekly.com/>
- Romenesko <http://jimromenesko.com/>
- The FOIA blog
http://thefoiablog.typepad.com/the_foia_blog/
- The Newspaper Association of America
<http://www.naa.org/> A nonprofit organization representing the \$46 billion newspaper industry and over 1,500 member newspapers in the United States and Canada.
- Who owns the media
<http://www.freepress.net/ownership/chart>

Diversity

- Forum on Media Diversity
<http://www.mediadiversityforum.lsu.edu/>
- Asian American Journalists Association
<http://www.aaja.org/>
- National Association of Black Journalists
<http://www.nabj.org/>
- National Association of Hispanic Journalists
<http://nahj.org/>
- National Lesbian and Gay Journalists Association
<http://www.nlgja.org/>
- Native American Journalists Association
<http://www.naja.com/>

Appendix 5: Dates & Deadlines

All dates and deadlines may be subject to change.

Fall 2017	Dates and Deadlines
Advance Registration <i>At or after assigned start time</i>	March 27 - May 2 May 4 - August 8 August 10 - 17
Employee EEP Registration	August 21 - 25 <i>11:59 pm of last day</i>
Regular Registration <i>\$100 late fee after 5:00 pm deadline</i>	August 18 <i>5:00 pm</i>
Classes Begin	August 21
Drop/Add <i>At or after assigned start time</i>	August 21 - 25 <i>11:59 pm of last day</i>
Late Registration	August 21 - 25 <i>11:59 pm of last day</i>
Non-Degree Registration <i>At or after assigned start time</i>	August 23 - 25 <i>11:59 pm of last day</i>
Withdrawal from All Fall Courses with No Fee Liability	August 25 <i>11:59 pm</i>
Fee Payments <i>3:30 pm, University Bursar</i>	September 1 <i>3:30 pm</i>
Residency Reclassifications	September 1
S-U Grade Option	September 8

Degree Applications	September 15
Withdrawal with 25% Refund <i>W assigned to all Fall courses</i>	September 15
Drop Deadline <i>W assigned to individual course(s)</i> <i>Drops of individual courses must be approved by the student's college</i>	November 20 <i>11:59 pm</i>
Withdrawal Deadline <i>W assigned to all Fall courses</i>	November 20 <i>11:59 pm</i>
Faculty Course Evaluation Period Opens <i>Dates can vary by course. Log on to GatorRater to verify.</i>	November 21
Drop or Add a Course after the Drop/Withdrawal Deadline <i>Students must petition their college with appropriate documentation for approval to drop or add after the deadline</i>	December 6
Withdraw from All Fall Courses after the Drop/Withdrawal Deadline <i>Students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline</i>	December 6
Classes End	December 6
Honors Theses due to College Advising Offices	December 6
Reading Days <i>No classes</i>	December 7 - 8
Faculty Course Evaluation Period Closes <i>Dates can vary by course. Log on to GatorRater to verify.</i>	December 8
Final Exams	December 9 - 15
Commencement <i>Dates of graduate and professional school commencements can vary. Please refer to the official schedules. Dates/times of all ceremonies will be posted when officially scheduled.</i>	December 15 - 17
Degree Status Available <i>Late night, on ONE.UF</i>	December 19
Final Grades Available <i>Transcript view, on ONE.UF</i>	December 20
Faculty Course Evaluations Available to Instructors <i>On GatorRater</i>	December 21
Holidays <i>No classes</i>	September 4: Labor Day October 6 - 7: Homecoming November 10 - 11: Veterans Day November 22 - 25: Thanksgiving

i동문서답 East Question, West Answer

ii This grading rubric is adapted from one used by Julie Meloni of the Dept. of English at Washington State Univ. <http://www.academicsandbox.com/S10/E372/blogassignments.html>, which itself is adapted from a rubric of Mark Sample. "Pedagogy and the Class Blog." <http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/>