

MMC 1009 (21HC) Introduction to Mass Communications

Fall 2018 – <http://elearning.ufl.edu/>. ***Our course begins Wednesday, August 22!***
Please read the important information below...

Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for Late Submissions, ending Wednesday. Late Submissions will be docked (-1 to -5 points). **Unless directed by the course facilitator, NO ASSIGNMENTS will be accepted via email submission.**

Course Facilitator: Dr. Gladys L. Cleland (DM, HDD and 1986 M.A. **CJC Gator!**)

Video Lecturer: Steven Johnson, UF Department of Telecommunications

Email: clelangl@jou.ufl.edu

Cellular: 315.382.8484 (Syracuse, NY – ET. Please call or text before 10 p.m. and be certain to identify yourself ☺)

Skype: By appointment – “thegladbo”

Welcome to “Introduction to Mass Communications!”

The primary TWO learning objectives for this one-credit course are: To provide you with an introduction and foundational knowledge of the UF College of Journalism and Communications AND to offer discussions and supplemental “resource/reference” materials about the career options related to all areas of study in our College: *Advertising, Journalism, Media and Society, Public Relations* and *Telecommunications*.

Together, we will look at current trends in the fields of public communication, audience engagement and social networks, using the five majors and their career paths to help you succeed in our College. In addition to a general understanding of our fields of study and their corresponding professions, you will begin to build your professional network by connecting with industry professionals near you as a part of your learning experience.

FYI-1: This is a **self-directed course**, which means that you must be motivated and time manage your participation. Your facilitator does not lecture, but enhances your learning through assignments and commentary related to real world scenarios and text materials.

FYI-2: Certain submissions may require credible and legitimate **outside sources**, referenced in APA Style. See citefast.com for assistance in formatting. **Even if an assignment appears opinion-based, you should seek resources to support your platform. I call this P-I-E [Platform – Investigation of supporting information – Example (provided to add credibility to your platform and the points you are attempting to make.)]**

Your Student Role includes:

- Checking course email and Announcements **daily**
- Obtaining external course materials as noted by the facilitator, via email, or in your course Announcements
- Completing all course readings and assignments by deadline

- Watching video lectures and taking your own notes, in addition to reading any related .pdf files or other literature URL links provided that complement these video lectures
- Participating in ALL discussions and exercises, and helping your facilitator to note any disparities in the materials (course materials are modified often and sometimes mistakes happen ☺)
- Practicing your innovative and entrepreneurial skills as a communications student (Be Resourceful!), and
- Communicating often with your professor ☺ I hold regular online office hours and will announce those to you via Canvas email. I encourage you to chime in, say hello, and ask questions!

My Instructor's Role includes:

- ❖ Facilitating your classroom success in a diplomatic, courteous, and fun environment. This is called establishing a “Social Contract,” where we set the boundaries for respectful communication interaction (more to come in Announcements)
- ❖ Reviewing, grading, and offering commentary on your assignments within a **10 to 14 day period. Some assignments are detailed and may take a longer time to offer feedback.**
- ❖ Evoking discussions that are substantive, backed up with citations/references, and introduce all of us to new ideas and perspectives (I want to learn from you, too!)
- ❖ Diplomatically resolving any issues that arise with assignments and other course materials
- ❖ Adhering to UF Academic Policies as well as Codes of Ethics promulgated by various Professional Communications Organizations
- ❖ Communicating often with YOU to learn about your world, your learning style, and how I may enhance your future success for Senior Projects, Internships, and Employment
- ❖ Having some fun while learning together!

My bio will be posted in the classroom soon AND I'll be asking for yours!

- I am a highly interactive prof who is online throughout the day but, especially during the evening hours after I walk my furbaby!
- I am happy to speak with you via telephone and Skype by appointment.
- I like to use smiley faces ☺ or :-)
- Finally, it is extremely important for you to know that I DID NOT create this class, but am updating it along our semester journey. So, I may be discovering challenges along the way with you. Professional courtesy is expected!

Learning outcomes include enhancing YOUR ability to:

1. Identify basic principles of Advertising, Journalism, Media and Society, Public Relations and Telecommunication, and how these fields of study provide a variety of internship and career opportunities
2. Determine how to position your social networks to benefit you professionally
3. Identify where to find professional networking opportunities
4. Demonstrate how to engage professional networks and become an active participant, and

5. Participate in an asynchronous classroom forum – working individually or in small groups – to produce deadline materials, addressing the lessons assigned for the successful completion of this course. Time management is imperative ☺

Helpful Websites and Resources:

Please be prepared to connect to the following websites when requested →

Advertising Age

<http://adage.com/>

MediaShift

<http://mediashift.org/>

Poynter

<http://www.poynter.org/>

PR Week

<http://www.prweek.com/us>

Student Press Law Center

<http://splc.org>

TVNewser

<http://tvnewser>

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: Author. [Recommended. Free online sources available.]

Citefast automatically formats citations: APA 6th edition, MLA 7th ed., and Chicago 16th ed. (2018). Retrieved from <http://citefast.com> [One of several free online sources available.]

Most reading materials will be provided to you or you may have to retrieve them through an Internet search.

E-Learning in Canvas:

Problems with access? Please contact the UF Helpdesk by email (helpdesk@ufl.edu) or by phone (352.392.4357 – option 2). You also may seek assistance at Learning-support@ufl.edu. Do not contact your facilitator. **PLEASE GET A SERVICE TICKET NUMBER.**

Gator Honor Codes and Policies for Special Needs:

It is YOUR responsibility to research, read, understand and utilize the following codes and services to make each UF course experience productive, successful and enjoyable!

1. Academic Misconduct

Academic honesty and integrity are fundamental values of the University of Florida community and the community of Communication professionals. *Making fact errors on a project* includes, but is not limited to, plagiarism and [self-plagiarism](#), inaccurate or fabricated information, inaccurate or undocumented statistics, misspellings of proper names, misquotes, and more. These infractions will result in a **full letter grade deduction for that assignment**. Please proofread and fact check your writing, sources, and information carefully! Students should be sure they read and understand the [UF Student Honor Code](#) and the College's *Code for Academic Dishonesty*.

>>If you need help, please ask. [Online tutoring](#) also is available<<

2. Accommodations for Students with Disabilities: Students requesting classroom accommodations must first register with the [Dean of Students Office](#). A professional from the Dean of Students Office will provide documentation to the student, who then has the responsibility to provide that documentation to the Instructor when requesting accommodation.

3. Grading Policies: Information on current [University of Florida grading policies](#) can be found online or on campus at The Registrar’s Office.

4. Instructor Evaluation...“GatorRater”: Students are highly encouraged to provide constructive feedback on the quality of instruction in this course. These evaluations are conducted online near the end of the semester and can be accessed within your course. Students will be notified of specific times when they are open. Summary results of these assessments are also available to students through GatorRater.

5. Netiquette: This is our classroom “social contract.” All members of the class are expected to follow rules of common courtesy in all forms of communication but, especially, email messages, threaded discussions, and chats. Don’t forget to use professionalism, too, when interacting via a telephone or Skype conversation! Please [read this article](#) BEFORE you whip off an email to your instructors or to one of your course colleagues...*just sayin’!*

Grading (This is your guide to success!):

Your work will be evaluated according to the distribution outline below and as specified in your Canvas Classroom. Late submissions receive a reduced grade and, generally, there are no make-up assignments unless you have a doctor’s note, a documented emergency, or you have negotiated with your instructor ahead of time >>>**Also, please note: Generally, there is no “extra-credit” offered in this course**<<<

To Emphasize>>> ALL assignments are due each week on Sunday at 11:59 p.m. Eastern Time. Modules will be opened weekly. Please note the difference between assignment DUE DATE (Sunday night) and LATE SUBMISSION/”UNTIL” DATE (Wednesday night).

You will be graded through a variety of assignments, quizzes, and a final paper. >>>The instructor retains the right to deviate from the grade scale below, if warranted, in the student’s favor<<<

The Final Course Grade composition is below:

- Six Multiple-Choice Quizzes (10 each): **60 points**
- Six Discussion Board Posts (5 each): **30 points**
- Six Course Activities (5 each): **30 points**
- Final Paper: **30 points**

- Total possible points earned in class: 150**

Grade Scale:

A	93 and above	C	73-75.99
A-	90-92.99	C-	70-72.99
B+	86-89.99	D+	66-69.99
B	83-85.99	D	63-65.99
B-	80-82.99	D-	60-62.99
C+	<u>76-79.99</u>	E	<u>59.99 and below</u>

Course Schedule:

I repeat: Each class week runs from Monday (module assignments OPEN) TO Sunday (module assignments DUE), WITH 3 days for Late Submissions, ending Wednesday. Late Submissions will be docked (-1 to -5 points). Unless directed by the course facilitator, **NO ASSIGNMENTS** will be accepted via email submission.

- **Assignments, deadlines, and other class details for each Module Week will be posted in the CALENDAR OR ANNOUNCEMENTS sections of this online classroom – check both Announcements and Email at least twice per day!**
- Again, it is extremely important for you to know that I DID NOT create this class and I'm not the person you will see in the video lectures. I am a seasoned broadcasting professional and academic journalist, so I'll add some interesting topics along the way! Just remember, together we may discover some course design challenges. Professional courtesy and patience is appreciated!
- Finally, WATCH your deadlines! Some deadlines may change according to the content. Also, it's important to keep everyone engaged together and to help our colleagues who may be having technical challenges, which may delay their Weeks 1-2 submissions. Thanks for your professionalism!

“Go Forth and Communicate!” ~Dr. Gladys ☺