

MMC6660 Mass Communication & Society



Fall 2019 Syllabus

Mass Communication & Society

The Media and Modernity

Monday (Periods 6 - 8, 12:50 - 3:50 pm) ~ WEIM 3020

“Communication is the process by and through which reality is created, sustained, repaired and transformed.” ~ [James Carey](#)

“The great obstacle to discovering the shape of the earth, the continents, and the ocean was not ignorance but the illusion of knowledge.” ~ [Daniel Boorstin](#)

東 (east) 問 (question) 西 (west) 答 (answer)

(동문서답)

Class Mechanics

Instructor: Dr. Ronald R. Rodgers

Email: rrodgers@jou.ufl.edu

(However, use Canvas mail.) I will respond within 24 hours Monday through Friday.

Office: 3058 Weimer Hall, 392-8847

Office Hours: On my schedule at <http://bit.ly/1mcr63C> or make appointment.

About Moi: <http://bit.ly/2vEOe4S>

Course Description

MMC 6660 Mass Communication & Society is a graduate seminar that will focus on the social theory of communication as it relates to the creation of our modern world. Through discussions, lectures, presentations, writing, and readings in history, media ecology, social theory, media sociology, and journalism and communications studies we will explore the interface between the media and modernity.

About This Class

This class will focus not on quantitative evaluations but on qualitative assessment. That is, your grade will be a product not only of my impressions of the work you do, but of your own self-assessments of the quality of your effort and reflections on the class. The closest we will come to quantitative evaluations is the ternary grading scale elaborated on below. After many years of teaching, I have come to believe that learning and the dawning awareness about the many dimensions of a subject are better facilitated by intrinsic rather extrinsic motivations.¹ While you will get a final grade at the end of the term – it cannot be avoided – I will not be grading individual assignments. Rather, I will be forming an overall impression of the quality of your work while reviewing it and asking questions and making comments that engage your work rather than simply evaluating it. At the same time, you will also be reflecting carefully on your own work and the work of your peers. If this method sounds scary to you, come talk to me to discuss your progress in class. But know, too, the key to your grade is to deeply engage with the readings, join in the discussions, and attack the assignments with all your intellectual might.

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 society.

Course Structure

- ⇒ This class involves an [Active Reading](#) of the required readings. Follow this concentrated, focused, and annotative method in all your reading this semester.
- ⇒ This class is a reading seminar built around informed discussion.
- ⇒ You are expected to participate in this class by submitting your essays, offering your ideas about the subject in class, allowing other people to express their views, respecting

others' opinions, and exchanging ideas that will make us better readers and writers.
⇒ Seminar discussions require a fine balance. On the one hand, you do not want to take over the conversation. On the other, you do not want to let others do all the talking.

Required Text

⇒ [The Media and Modernity: A Social Theory of the Media](#) by [John B. Thompson](#), Stanford, CA: Stanford University Press, 1995. FYI: Here are [some reviews](#) of text.

Table of Contents for The Media and Modernity

1. [Communication and Social Context](#) 10
2. [The Media and the Development of Modern Societies](#) 44
3. [The Rise of Mediated Interaction](#) 81
4. [The Transformation of Visibility](#) 119
5. [The Globalization of Communication](#) 149
6. [The Remooring of Tradition](#) 179
7. [Self and Experience in a Mediated World](#) 207
8. [The Reinvention of Publicness](#) 235

Readings & Resources

⇒ **Selected Readings/Screenings:** Handed out in class, by web links, or through Canvas.
⇒ [Bring a laptop or tablet to class](#), but keep it closed unless we need it for class activity.
⇒ Follow the class hashtag [#MMC6660](#). I post items ripped from the news about journalism, media, and communications. Material from this will become part of a weekly Thought Probe and the class discussion in each class.

Other Dicta

⇒ Work turned in late will not be accepted without a legitimate and documented excuse.
⇒ **Except where noted, all assignments 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, contact the Help Desk <http://helpdesk.ufl.edu/>.

Email Policy

1. All email will be sent through the Canvas system – no exceptions.
2. The email should include your full name and be as specific as possible
3. I check my email **once** in the morning and **once** in the evening Monday through Friday.
4. I do not read emails of more than half a screen long. Come talk to me.

Management Issues

Syllabus Changes: I reserve the right to alter, with notification, the syllabus needs arise.

Accommodations: Let me know now if you have a life issue that would hinder your work in this class. I will do my best to help. Those requesting accommodation must register with the Disability Resource Center <https://www.dso.ufl.edu/drc/>

Be Good: 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. Rude, obstructive or aggressive behavior is not tolerated, and manifestations of same will mean your ouster from the class. The UF Counseling and Wellness Center (<https://counseling.ufl.edu/>) is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

Honor Code: UF has thoroughly revised its Honor Code. It is at:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

U Matter, We Care: 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.

CAVEAT: At times this class 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. 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.

Plagiarism and Academic Honesty

- ⇒ 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.
- ⇒ Treat Internet sources like a print source.
- ⇒ Make certain you always copy down citation information, even if you're paraphrasing. When in doubt, always cite. 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.
- ⇒ Also, 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.
- ⇒ **I will work under the assumption that you have read:**
- ⇒ UF Academic Honesty <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx> & Prof. McAdams' plagiarism guide: <http://www.macloo.com/cheat/index.htm>.

Policy on Reference Letters from Dr. Rodgers

I am pleased to write letters for students who I am – to some degree – familiar with both from inside and outside the classroom and have made an effort to reach out and share with me their goals and aspirations during office hours or elsewhere. Recommendations may be provided for graduate programs, professional schools, internships, scholarships, and jobs only if you ask for such during a visit to my office.

It is, of course, probably best that you seek letters from people you know well enough that they can speak with some authenticity about you. And any letter is that much more compelling if the letter writer can speak about something personal to you – especially about your skills, interests, and character.

So, here are some requirements before I can write a letter for you:

- ⇒ If I have written a letter for you and you need a new letter, alert me at least two weeks before the deadline.
- ⇒ If this is your first request for a letter, you must ask for it at least four weeks in advance of the deadline.

Any request for a letter – or an oral reference – must include:

- ⇒ The deadline and due dates for submission.
- ⇒ Recommendations forms provided by the institution.
- ⇒ Contact information for submitted recommendations.
- ⇒ A copy of your resume or CV and an unofficial transcript.
- ⇒ If you have taken a class with me, include the semester and the grade that you got.
- ⇒ To ensure we cover all the bases, a version of a reference letter that you write in the third person. I will then adapt and rewrite to my style.
 - Include what it is you are applying for and why you're a good fit for the position.
 - Summarize why your background has prepared you well for the position you are applying for.
 - Include any information about qualifications and experience you think might be helpful. For example, if you are applying to law school or a graduate program, describe what interests you about the law or the graduate program.
 - And finally, because interviewers always ask this when they call me: Describe your strengths and weaknesses as you see them.

Activities and Due Dates

Activity	Due
1. Inaugural Self-Assessment and Reflection	Due First Day (Aug. 26) at 11 p.m.
2. Midterm Assessment and Reflection	Due 11 p.m. October 7
3. Participation & Attendance	
4. Weekly Self-Assessment	Due by 11 p.m. Tuesdays
5. Thought Probes	Near Beginning of Class
6. Reaction Essays	Due by 8 a.m. Mondays
7. Posts to Discussion Board	Due by 11 p.m. Tuesdays
8. Discussion Leader Presentation	In Class
9. Final Paper	11:55 p.m. Dec. 2
10. Final Paper Presentation	In Class Dec. 2
11. Portfolio Conference and Closing Self-Assessment and Reflection on Class	Due 11 p.m. Dec. 5 (Conferences to be Scheduled)

Assignments The Ternary Scale

All class activities will be graded on a ternary scale:

- 0. Missing or Incomplete**
- 1. Marginal to Acceptable**
- 2. Good to Impressive**

If necessary, you **may skip** up to two essays, though you are still expected to come to class prepared to discuss the readings for the week.

Note: Each missed essay beyond the first two will proportionally affect your final grade in our negotiations at the Portfolio Conference at the end of the semester.

Self-Assessments and Reflections

- **Inaugural Self-Assessment and Reflection – Due 11 p.m. August 26**
- **Weekly Self-Assessment and Reflection – Due 11 p.m. Tuesdays**

Respond to the following

- ⇒ What were your strengths in class and with the essay this week?
- ⇒ What were your weaknesses in class and with the essay this week?
- ⇒ What do you think is a fair grade for your in-class participation and discussion – and elaborate on why?
- ⇒ What do you think is a fair grade for your weekly essay – and elaborate on why?
- ⇒ If you had more time to complete the work on the readings and essay, would you change anything? What would you change, and why?
- ⇒ As a Discussion Leader, what do you think is a fair grade for your performance – and elaborate on why?
- ⇒ Or discuss your evaluation of the presentation by Discussion Leader(s). Avoid cheerleading and avoid being superficial or perfunctory.
- ⇒ What do you think is a fair grade on the performance by this week's Discussion Leader(s) – and elaborate on why? See note on ways of thinking about oral presentations.ⁱⁱ

Please note: If you are not in class, then you cannot post an Assessment. Period.

Format: Word Doc and 12 pt. Times-Roman, single-spaced, one-inch margins.

- **Midterm Assessment and Reflection – Due 11 p.m. October 7**
- **Portfolio Conference and Closing Self-Assessment and Reflection on Class – Due 11 p.m. . Dec. 5 (In Office Conferences to be Scheduled)**

Class Participation & Attendance

Participation: You are expected to participate meaningfully in discussions. Windy verbosity with no point and hushed passivity will not go unnoticed and will figure in your grade. This includes posting tweets to the class hash tag [#MMC6660](#)

Assessment Rubric
1. You add insightful content to discussion but do not dominate the conversation.
2. You speak from time to time but need to look for more ways to add to discussions.
3. Your perspective is important. I need to hear much more from you!

Attendance: You are expected to attend every class. **You 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). University-approved absences must be documented (in advance, if for an approved activity).

Thought Probes

Thought Probes followed by conversation. I will ask you to respond in writing to questions about the readings/screenings for the week and on any tweets using the [#MMC6660](#) [#ThoughtProbe](#) hash tag.

Discussion Board Posts

Your Weekly Class Takeaway

(But you can also post anything else related to the class or Journalism at any time)

- ⇒ Discuss the most significant (central, useful, meaningful, surprising, disturbing) things you have learned in class that day, in your readings, in screenings, or in my posts or tweets. Include anything you did not understand or that confuses you. Avoid being superficial or perfunctory.
- ⇒ What did you learn – or become aware of this week – that affects your considerations about communication in general?
- ⇒ What remarks made during class discussion did you find particularly intriguing and why?
- ⇒ What questions are you left with that I or the class could attempt to answer for you?
- ⇒ **Post responses** to a minimum of two posts – more is better.
- ⇒ Write in such a way as to elicit conversation.

Due by 11 p.m. Tuesdays

Deep-Think Reaction Essays

The essay should be **at least 3 pages** single-spaced dealing with all readings or screenings. Your essay should not just summarize and describe the readings but instead reflect your deep thinking about the readings. Your essay should offer analysis and leap off from the readings into a brief discussion reflecting [critical thinking](#) and creative [ruminations](#). Your essay should (a) be clear that you have read ALL the readings and (b) respond to any discussion points I list under the readings.

At its core, the essay should:
1. Respond to my directions outside the readings on each weeks assignment.
2. Provide an organized summary of each assigned reading.
3. Evaluate and provide a synthesis of the assigned readings and thoughts for possible future research related to the topics covered in the readings.
4. That is, employ associational thinking. What does that mean? See http://www.wu.ece.ufl.edu/books/recreation/assoc.html

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document. (0 for incomplete if format not followed)

Due at 8 a.m. Mondays

See Appendix 1 for Essay Assessment Rubric

Discussion Leaders Presentations

- ⇒ Each student will twice serve as a discussion leader – possibly with a partner.
- ⇒ You will have no more than 60 minutes for this.
- ⇒ Discussion leaders will need to do additional readings on their topics and prepare materials for the class to discuss.
- ⇒ Creativity will be rewarded here.
- ⇒ While the instructor will contribute to the discussion, students should be prepared to extend student interaction for much of the period.
- ⇒ Submit PowerPoint to Canvas assignment.

Discussion leaders need to:

1. Evaluate and provide a synthesis of the assigned readings.
2. Offer thoughts for possible future research related to the topics covered in the readings.
3. Disseminate a one-page copy of the summary and evaluation to everyone in the seminar.
4. Initiate and lead class discussion of the assigned readings

Submit PowerPoint to Canvas by end of day

Final Paper: “Social Theory and _____”

- ⇒ The title of this paper should start with “Social Theory and ____”
- ⇒ See Google Scholar for examples: <http://bit.ly/2QKm4Pe>
- ⇒ The words after “and” should be a subject you have an interest in.
- ⇒ This paper be informed by the elements of social theory we have gone over. Apply social theory to some aspect of the media that interests you. Think about the effects of different kinds of mediation in terms of the social theory of communications. That will be one of my measures of your mastery of the concepts we studied this semester.
- ⇒ Here is example of one take on this: <https://nyti.ms/2WjLTa9>
- ⇒ The paper should follow the truncated research paper format of the journal *Public Relations Review*. Check it out at <http://bit.ly/2QHbK5E> and look at some papers and how they are constructed.
 - Here is one example: “The press and public relations through the lens of the periodicals, 1890-1930” <http://bit.ly/2QKw2QF>
- ⇒ Any time you want to talk about your paper, come see me.

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

Length: Minimum of 5,000 words.

Due 11:55 p.m. Dec. 2 in Canvas

Final Paper Presentation

Prepare a PowerPoint presentation of no more than 10 slides as part of your presentation. Bring in a one-page handout (enough for everyone in class) that articulates your argument.

**Final Paper presentations in class Dec. 2
Slides due 11:55 p.m. Dec. 2 in Canvas**

MMC6660 Course Calendar

This is tentative. All assignments are subject to change and additions with notice.

Class 1 - Aug. 26

- ⇒ Class Introduction
- ⇒ Preface to Media and Modernity
- ⇒ Rashomon in 9 minutes <http://bit.ly/2JS0V55>

September 2: Labor Day - No Class

Class 2 – Sept. 9

Read for this class:

- ⇒ “The New Visibility” by John B. Thompson – pp. 31-50. Available through UF Library at <http://bit.ly/2pQygkq>
- ⇒ Re New Visibility: “Men Invented ‘Likability.’ Guess Who Benefits” by Claire Bond Potter (*New York Times*) <https://nyti.ms/2jfRVp3>
- ⇒ Introduction to Media and Modernity – pp. 1-9

Regarding Your Essay:

1. Also respond to the following:
 - 1.1. How does the concept of the Panopticon apply to the New Visibility in the real world?
 - 1.2. Cite a couple of examples of the manifestation of the New Visibility.
2. Briefly define the following below your essay: modernity / mediated / mediated visibility / information flow / political theater / social theory / face-to-face interaction / mediated interaction / mediated quasi-interaction / dialogical / symbolic content / symbolic forms / symbolic cues / uncanny valley (and how does this relate to symbolic cues) / Foucault / Panopticon / reflexivity / constitutive / privacy / Watergate scandal / The Enlightenment /

Class 3 - Sept. 16

In Class: Discuss Paper Ideas

Read for this class:

- ⇒ Chapter 1: Communication and Social Context – pp. 10-43
- ⇒ Semiotics for Beginners: Encoding/Decoding <http://bit.ly/2uv5hIB>

Regarding Your Essay:

Also respond to the following:

1. What are the main points of [Semiotics for Beginners: Encoding/Decoding?](#)
2. Briefly define the following: semiotics / Frankfurt School / Chicago School / hermeneutics / symbolic power / pseudo event / mass communication / appropriation / Walter J. Ong and the oral tradition / media ecology / ethnography / [Clifford Geertz's wink](#) / "mediated historicity" / hegemony / Antonio Gramsci (This might help: Front and Back Regions of Everyday Life," by Erving Goffman <http://bit.ly/2GkRzcv>)

Class 4 - Sept. 23

Read for this class:

- ⇒ Chapter 2: The Media and the Development of Modern Societies – pp. 44-80
- ⇒ The Lost World of the London Coffeehouse <https://publicdomainreview.org/2013/08/07/the-lost-world-of-the-london-coffeehouse/>
 - I geek out over the fact that the introduction of coffee – which ended the practice of daily drunkenness and opened citizens' eyes to the world and their place in it – was a factor in the growth of modern democratic institutions.

Regarding Your Essay:

Also respond to the following:

1. What is the cartoon at [this link](#) saying about the media and the development of modern societies.
2. Briefly define the following: imagined community / Habermas and the public sphere / Habermas refeudalization thesis / values / attitudes / beliefs / John Dewey / Marshall McLuhan / the Chicago School / Robert Park of the Chicago School / Peter Berger and the Social Construction of Reality / Benedict Anderson and Imagined Communities

Class 5 – Sept. 30

Read for this class:

- ⇒ Chapter 3: The Rise of Mediated Interaction – pp. 81-118
- ⇒ [The Oral World vs. The Written Word](#) by Nicholas Carr
- ⇒ The Inescapable Town Square: Social media is a throwback, combining the worst of prior eras of communication by L. M. Sacasas <http://bit.ly/2XfoLPo>

Regarding Your Essay:

- ⇒ What are the distinctions between the oral world and the written word? How do each each form of communication influence society?
- ⇒ Discuss what Ong had to say about the shift from oral to written world.
- ⇒ Briefly define the following: monological / reciprocity / heuristic device / front region / back region / discursive elaboration / interpolation / reflexive monitoring / deictic expressions / univocal / polysemic / symbolic interactionism / the generalized other (see <http://bit.ly/2WtWzXG>)

American Journalism Historians Association Convention Oct. 3-5, 2019

Class 6 - Oct. 7

Midterm Assessment and Reflection Due 11 p.m. October 7

Read for this class:

- ⇒ Chapter 4: The Transformation of Visibility – pp. 119-148
- ⇒ A Cultural Approach to Communication by [James Carey](#) (from Communication as Culture)
<http://bit.ly/2IYrTby>
- ⇒ Screen: Marshall McLuhan on **Transformation** Theory of communication (1974) vs.
Transportation Theory <http://bit.ly/2JPbKol>
- ⇒ Screen: Tony Schwartz Tribute by Joe Slade White <http://bit.ly/2JOY90v>

Regarding Your Essay:

Also respond to the following:

1. Explain the main points of Carey's Cultural Approach to Communication.
2. What is meant by synoptic as it relates to communication and the construction of meaning and achieving some semblance of truth?
3. Briefly define the following: visibility as it relates to the agora / mediated publicness / co-presence / fall from grace / management of visibility / Tony Schwartz and the Responsive Chord

Class 7 - Oct. 14

Read for this class:

- ⇒ Chapter 5: The Globalization of Communication – pp. 149-178
- ⇒ Has TV changed Bhutan? <https://bbc.in/2JOTpYE>
- ⇒ View: Media Giants chart <https://to.pbs.org/2JRskKA>
- ⇒ With a few minor exceptions, there are really only two ways to say “tea” in the world
ow.ly/RLBI30p0hw6
- ⇒ Screen: Network theory – Marc Samet (3:31) <http://bit.ly/2JOTtrm>
 - Simple, stripped-down explanation of a complex theory, but this should give you some idea about why we need to think globally when it comes to the media: From social media to massive financial institutions, we live within a web of networks. But how do they work? How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain “alive.”

Regarding Your Essay:

1. How has TV changed your own life? Elaborate.
2. How does network theory apply to your own life and your use of media?
3. Briefly define the following: transnational communication conglomerate / asymmetrical flow of information / cultural imperialism / hybrid culture / hermeneutic character of appropriation / globalization /

Class 8 - Oct. 21

Read for this class:

- ⇒ Chapter 6: The Remooring of Tradition – pp. 179-206
- ⇒ The Reflexivity of Modernity (pp. 36-45) <http://bit.ly/2JLUZuc>
 - From: Anthony Giddens, The Consequences of Modernity (Stanford, Calif: Stanford University Press), 1990, 36-45.

Regarding Your Essay:

Also respond to the following:

1. Identify in your own life the workings of the four aspects of tradition — (1) the Hermeneutic Aspect (2) the Normative Aspect (3) the Legitimation Aspect (4) the Identity Aspect.)
2. What is the cartoon titled Boy's Life from the Brain Pickings article at <http://bit.ly/11ORbe4> saying about media and identity?
3. Briefly define the following: mystification / “all that is solid melts into air” / hermeneutic aspect of tradition / relativized / reflexivity

Class 9 - Oct. 28

Read for this class:

- ⇒ Chapter 7: Self and Experience in a Mediated World – pp. 207-234

Regarding Your Essay:

Also respond to the following:

1. Identify the way or ways interaction – FTF, MI, MQI, CMI – have/has contributed to your own sense of identity. Include in essay and be ready to speak to this in class.
2. Identify a short video (this could be an excerpt) dealing with communications and its effects on identity and be able to discuss it in some detail. Put the link on essay and then send me a link before class to video and include a short outline of your discussion points regarding the video.
3. Briefly define the following: misogyny / misandry / reflexive / open-ended / self as reflective project / ideological / “interplay of complexity and expertise” / intimacy / intimacy at a distance / para-social behavior or para-social interaction / desequstration / refractory / lived experience / post-modernism / [liminality](#) / “[the corrosive impact of public scrutiny and debate](#)”

Class 10 - Nov. 4

Read for this class:

- ⇒ Chapter 8: The Reinvention of Publicness – pp. 235-265
- ⇒ The Enormous Radio by John Cheever
https://drive.google.com/file/d/1oChV0KDgDPJFgZr_NPSJIN8oA2AlvB14/view

Regarding Your Essay:

Also respond to the following:

1. Summarize your reaction to The Enormous Radio

2. What is deliberative democracy, what is an example of it, and how do you think it can be achieved in the 21st Digital Century?
3. Also, what is Godwin's Law and how does it relate to digital civic discourse?
4. Briefly define the following: public-private dichotomy / pluralism / "principle of regulated pluralism" / "struggle for visibility" / "politicize the everyday" / extra-parliamentary institutions / deliberative democracy

November 11 Veterans Day - No Class

Class 11 - Nov. 18

Read for this class:

- ⇒ An Early Information Society: News and the Media in Eighteenth-Century Paris by Robert Darnton <http://www.blc.arizona.edu/courses/schaffer/249/Before%20Darwin%20-%20New/Early%20Information%20Society.pdf>
- ⇒ Mediated Interaction in the Digital Age by John B. Thompson – pp. 1-26
<http://bit.ly/2Wp19mX>

No Essay This Week

Class 12 - Nov. 25

Read for this class:

- ⇒ Shifting Boundaries of Public and Private Life by John B. Thompson – pp. 59-70
<http://bit.ly/2Wp6GtC>
- ⇒ "When Trolls and Crybullies Rule the Earth: How technology reshapes consciousness" by David Brooks <https://nyti.ms/2WjLTa9>
- ⇒ Review: The Inescapable Town Square: Social media is a throwback, combining the worst of prior eras of communication by L. M. Sacasas <http://bit.ly/2XfoLPo>

Regarding Your Essay:

- ⇒ Informed by the previous weeks' readings and discussions, respond to the readings for this class and Class 11 in the ways social theory applies to the digital realm.
- ⇒ Do you see that much as the shift from FTF communication to communication mediated through various venues – print and then electronic media – changed society and led to modernity, the digital-mediated environment has begun to have a similar effect.
- ⇒ Freely associate.

In Class: Be Prepared to offer a summary of your essay in class. Bring in a one-page outline – enough for all in class.

Nov. 27-30 Thanksgiving Break

Class 13 - Dec. 2

Final Paper Due 11:55 p.m. Dec. 2 in Canvas

In Class Paper Presentation – post your slides to Canvas by 11:55 p.m. Dec. 2

**Portfolio Conference / Closing Self-Assessment and Reflection on Class – Due 11 p.m. Dec. 5
(In Office Conferences to be Scheduled)**

Class Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available at <https://gatorevals.aa.ufl.edu/public-results/>.

Appendix 1

Essay Assessment Rubric

Exceptional. The essay is focused and coherently integrates examples with explanations or analysis. The entry reflects in-depth engagement with the topic.	
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.	
Underdeveloped. The essay is mostly description or summary, and contains few connections between ideas. The entry reflects passing engagement with the topic.	
Limited. The essay is unfocused, or simply rehashes previous comments, and displays no evidence of engagement with the topic.	
Incomplete: The essay is missing or consists of disconnected sentences.	
Other Considerations	
Inadequate response to discussion points I list under the readings most weeks.	
Inadequate, perfunctory, overly broad, and/or unfocused question.	
Writing mechanics problems. Edit yourself before posting.	
Padding – to include one-sentence paragraphs, wide margins, extra spaces between paragraphs, and long quotes from readings to fill space.	
Unevidenced assertions that begin with “In my opinion” or some variant of this.	

Appendix 2

Additional Writing & Research Resources

To Feed Your Writing Soul

- ⇒ Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Anchor Books. <http://bit.ly/2OwJ0yS>
- ⇒ Lamott, A. “[Shitty First Drafts](#)” from *Bird by Bird*.
- ⇒ Weinstein, L. A. (2008). *Grammar for the soul: Using language for personal change*. Wheaton, IL: Quest Books. <http://bit.ly/2Oy5qA4>

To Maintain Motivation

- ⇒ The Academic Ladder: <http://www.academycladder.com>
- ⇒ Author Aid: www.authoraid.info
- ⇒ Cohen, S. (2010). *The productive writer: Tips & tools to help you write more, stress less &*

create success. Cincinnati, OH: Writer's Digest Books.

- ⇒ Get A Life, PhD: <http://getalifephd.blogspot.com>
- ⇒ Publication Coach: www.publicationcoach.com
- ⇒ Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- ⇒ Steel, P. (2011). *The procrastination equation: How to stop putting things off and start getting stuff done*. New York: Harper.

To Learn More

- ⇒ Lessons on the Craft of Scholarly Reading <https://www.chronicle.com/article/Lessons-on-the-Craft-of/244134>
- ⇒ The Myth of One More Source <https://chroniclevitae.com/news/1777-the-myth-of-one-more-source>
- ⇒ Writing Workshops for Graduate Students and Faculty <https://writing.ufl.edu/students/writing-workshops/>
- ⇒ Jensen, Joli. *Write No Matter What Advice for Academics*. 2017. <http://bit.ly/2MEj6c1>
- ⇒ Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage. <http://bit.ly/2OA9Czl>
- ⇒ Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. New York: Little, Brown. <http://bit.ly/2OtnKKu>
- ⇒ Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. New York: Routledge. <http://bit.ly/2Oy9pwy>

How to Handle Specific Issues/Tasks

- ⇒ Cook, C. K. (1985). *Line by line: How to edit your own writing*. Boston: Houghton Mifflin. <http://bit.ly/2MJZ7sr>
- ⇒ EndNote (reference/citation manager): <http://www.endnote.com/>
- ⇒ Grammarly (grammar checker): <http://www.grammarly.com>
- ⇒ OneLook Reverse Dictionary: <http://www.onelook.com/reverse-dictionary.shtml>
- ⇒ RefWorks (reference/citation manager): <http://www.refworks.com>
- ⇒ *Roget's Thesaurus of English Words and Phrases*: <http://poets.notredame.ac.jp/Roget/>
- ⇒ Sharp, C. (2000). *A writer's workbook: Daily exercises for the writing life*. New York: St. Martin's Griffin. <http://bit.ly/2OyRJB0>
- ⇒ Truss, L. (2003). *Eats, shoots & leaves: The zero-tolerance approach to punctuation*. New York: Gotham Books. <http://bit.ly/2MHPP04>

Writing & Research Resources

- ⇒ Pew Research Center on Web Survey Methods:

- ⇒ <http://www.pewresearch.org/topics/web-survey-methods/>
- ⇒ Pew Research Center on Research Methods:
<http://www.pewresearch.org/topics/research-methodology/>
- ⇒ Online Writing Lab (OWL) at Purdue University for resources related to conducting and writing research and for guidelines on how to use APA, MLA and Chicago styles.
<https://owl.english.purdue.edu/owl/section/2/>
- ⇒ Journalism Research News <http://journalismresearchnews.org/>
- ⇒ Organizing Your Social Sciences Research Paper:
<http://libguides.usc.edu/writingguide/researchdesigns>
- ⇒ Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions <http://bit.ly/2Js6TGq>
- ⇒ Conceptual Framework: What Do You Think Is Going On? <http://bit.ly/2G1h73D>
- ⇒ Top 20 Resources for Communications Graduate Students
<http://ufdc.ufl.edu/IR00007297/00001>
- ⇒ UF Online Dissertations (including theses) <http://bit.ly/2IvXiRO>
- ⇒ 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/>

Bookmark:

- ⇒ OneLook Dictionary Search: <http://www.onelook.com/>
- ⇒ Dictionaries and Thesauri: <http://www.refseek.com/directory/dictionaries.html>
- ⇒ Thesaurus.com: <http://www.thesaurus.com/browse/asserted?s=t>
- ⇒ Common Errors in English: <http://public.wsu.edu/%7Ebrians/errors/errors.html>
- ⇒ Transitional Words and Phrases:
<http://writing2.richmond.edu/writing/wweb/trans1.html>
- ⇒ Linking Words: <http://www.smart-words.org/linking-words/linking-words.pdf>
- ⇒ Linking Words and Phrases:
https://www.maimakeeled.ut.ee/sites/default/files/fl/linking_words_and_phrases.pdf
- ⇒ Reporting Verbs in Academic Writing:
<https://www.uts.edu.au/sites/default/files/Reporting%20Verbs%20Reference%20Sheet.pdf>
- ⇒ Writing about others' work: verbs for citations (Harvard APA style)
<http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Verbs-for-citation.pdf>

Recommended texts:

- ⇒ *Writing for Academic Journals*. Third Edition (2013), by Rowena Murray. Here is a link to the Google Books preview of the text: <http://bit.ly/1scKTPB>
- ⇒ *Communication Research: Strategies and Sources* by Rebecca B. Rubin, Alan M. Rubin, Linda J. Piele, and Paul M. Haridakis, 2010. (Wadsworth Cengage Learning). (This book will help you develop your research skills to meet the expectations of the Graduate Faculty.) <http://bit.ly/2aeJ3fj>

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/>

- ⇒ These are the best books for learning modern statistics—and they're all free
<https://qz.com/1206229/this-is-the-best-book-for-learning-modern-statistics-its-free/>

Some Leading Journalism & 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](#) 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](#).
 - ⇒ 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.aja.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/>

ⁱ **“Intrinsic motivation** is doing something for the sake of personal satisfaction. The primary motivator is internal (i.e. you don't expect to get anything in return). You are intrinsically motivated when you do something simply because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment.”

Extrinsic motivation is doing something to earn a reward or to avoid a punishment. The primary motivator is external (i.e. you expect to get something for completing a certain task, or you want to avoid a consequence for not doing something). <http://bit.ly/2ZkQI51>

ii Some ways of thinking about oral presentations:

- ⇒ How well your presentation clearly exemplifies a distillation of the week's assignments & how well you garner class participation in a discussion.
- ⇒ 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 introduction, a solid middle, and a convincing conclusion?
- ⇒ Is it audience centered – 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?