Class Meeting: Tuesday 8:30-11:30 a.m. (Weimer G-030)

Instructor: Dr. Kim Walsh-Childers
Journalism Department
3044 Weimer Hall
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(352) 392-3924 (office)

Office Hours: Mondays, 1-3 p.m., Thursdays 1-3 and by appointment.
In general, it’s best to make an appointment to ensure that I’ll be available to you when you come by.

About the Course

I know what you’re thinking (some of you, at least): “Mass Comm Theory? Ugh. The only thing that interests me less is Brussels sprouts. After all, I want to be a professional, not a researcher, so why would I need theory?”

This course is intended to help you understand the usefulness and practicality of mass communication theory, whether your goal is to be a successful researcher at a Research I university or to be a top-notch practitioner in any mass communication field. Doing great work means understanding not only how to produce mass media content but also WHY it matters what approaches you take to your work. That’s the role of theory.

This course is designed to give you an overview of some important theories related to mass communication in the United States and world. The primary purpose is to help you to think about why media operate the way they do and what impacts exposure to media has on audience members and society as a whole. We will also discuss how these theories advance the scholarly study of communication. We will use a combination of lectures, student-generated presentations, and class discussion to explore these topics.

What You Will Learn in this Class

• A survey of some core mass media and related theories.
• A sampling of the contributions of other disciplines to media theory.
• An introduction to the fundamentals of writing research papers.
Required Readings

**Required:** No text is required, although I strongly recommend both of the texts listed below. You are, however, expected to do all assigned readings, including any that are added later in the semester and those suggested by your fellow students. These will be made available through the Canvas site for the course or emailed to you, on occasion.

**Recommended:**


Other Resources
You should routinely keep up with coverage of the media. One recommended resource is NPR’s “On the Media,” available as a podcast at [http://www.onthemedia.org/](http://www.onthemedia.org/). For an international perspective, another useful resource is *The Guardian*’s Media section ([http://www.theguardian.com/us/media](http://www.theguardian.com/us/media)) or ([http://www.theguardian.com/uk/media](http://www.theguardian.com/uk/media)).

Other useful sites:  
- [www.mediacchannel.org](http://www.mediacchannel.org)
- [www.cjr.org](http://www.cjr.org)
- [www.theguardian.com/us/media](http://www.theguardian.com/us/media)

Class Policies

**Classroom Atmosphere:** Each of you plays an important role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please also be appreciative of the contributions of others, including any guest speakers, and help create a class environment that is respectful and inclusive. This does not mean you should never disagree, but you should always do so courteously.

**Cell Phones and Computer Use in Class:** Recently published research shows that college students who have their laptops and/or cellphones open during classes score lower on exams. There are no exams in this class, but I do expect you to learn the material we cover. For that reason, all electronic devices should remain off during class, unless the presenter specifically asks you to use your laptop or phone for some class activity. I strongly recommend that you take handwritten notes for the class; research documents that hand-writing your notes increases your likelihood of remembering and understanding the material. Multi-tasking is not effective.

**Attendance:** I do not take attendance, but the class is small – I will notice if you’re not here. I reserve the right to lower grades due to excessive absences or tardiness. Class starts at 8:30, not 8:40, not 8:35. Your attendance and participation are important to
making this class a success. I expect that you will attend every class unless an emergency prevents you from doing so. If you find that you do have to miss a class due to an emergency, let me know immediately. You may be allowed to miss class if you’re attending a media-related conference or professional experience, but only if you let me know in advance.

**Missing Deadlines or Assignments:** In the communication field, meeting assignment deadlines is vital. The same holds true in this class. If you believe you have an exceptional reason for missing a deadline, please discuss it with me immediately and in advance. Fairness, both to me and to your classmates, requires that you meet all deadlines. Most often, I will count a missed deadline as a missed assignment, meaning that there will be a significant grade penalty, up to and including failure on the assignment. All assignments are due promptly at the start of class. Failure to turn in your assignments at the start of class will result in a late penalty at a minimum.

**Accommodations for Special Needs:** If you have a legitimate, documented special needs situation, I am more than happy to work with you to find accommodations. University policy requires students requesting classroom accommodation to register with the Dean of Students Office. The Dean of Students Office will provide appropriate documentation to you, and you should provide this documentation to me at the beginning of the semester. Please do so, even if you do not believe you will need the accommodations. It is your responsibility to initiate this conversation early in the semester.

### Plagiarism and Academic Honesty

For the communications professional, there hardly exists a graver crime than plagiarizing another writer’s work. 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.

- **Do not rely on what you think you’ve learned before.** Take advantage of the many free online resources that teach you how to avoid plagiarism, including this one from plagiarism.org.

- Prof. Mindy McAdam has put together an excellent guide: [http://www.macloo.com/cheat/index.htm](http://www.macloo.com/cheat/index.htm). In addition, the plagiarism guide all graduate students are required to read and sign also should be helpful to you. (It WILL be relevant to what’s expected in this class because I wrote the guide.)

- **If you have questions, ASK ME!** There’s no penalty for asking questions, even up to the point at which you’re turning in the paper, but the penalties for plagiarism are severe, including dismissal from the master’s or Ph.D. program. Note that if there’s a conflict between what I’ve told you and what you’ve read in ANY other guide or have heard from ANY
other instructor, the default answer is what I’ve told you. Not everyone has standards as strict as I do, but it’s my own rules I’ll apply.

- **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.

- **Upload ALL papers to the e-learning site and know that I will submit them to Turnitin.com to check for plagiarism.** I’ll also usually want hard copies of all your papers, and **I will check Turnitin reports.**

- **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’ve worked on before, that may be acceptable **IF you discuss it with me and get permission IN ADVANCE.**

Please see the UF Office of Student Judicial Affairs website for definitions of academic dishonesty ([http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php](http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php)). The violations most likely to be potential problems for students in this class include plagiarism, misrepresentation and fabrication. It is **YOUR** responsibility to understand what kinds of actions are prohibited. If a situation ever arises in which you think something you’re contemplating **MIGHT** constitute one of these types of academic dishonesty, **ASK BEFORE YOU DO IT.** Apologies after the fact will never resolve the problem for anyone.

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**FAIR WARNING**

If you plagiarize on any assignment for this class, you will fail the class – not just the assignment. This applies to everything you turn in. You will not be allowed to drop the class.

Plagiarism is not limited to turning in a paper you did not write or copying whole paragraphs verbatim. Do not rely on the Turnitin color system (red, yellow, green, etc.), and do **not** assume that a low percentage match means your paper is OK. There is no acceptable reason for copying another person’s ideas or phrasing without providing *proper* citations, including quotation marks for verbatim quotes.

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### Course Grading and Assignments

I use minus grades so that individuals who do superior work receive GPA points reflecting that accomplishment. Grades will not be curved. You can see how letter grades relate to grade points assigned at this [website](http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). Final grades will be based on these break-points:
A- = 90-93.4%   A = 93.5%+
B- = 80-83.4%  B=83.5-87%  B+=87.1%-89.9%
C-= 70-73.4%  C=73.5-77%  C+=77.1%-79.9%
D-= 60-63.4%  D=63.5-67%  D+=67.1%-69.9%
E =  59.9% or lower

In general, I am reluctant to assign incomplete grades because they create an additional burden for both the student and the instructor for the following semester. In exceptional circumstances, I may agree to assign an “I” grade, in compliance with the terms and completion of the “Incomplete Grade Contract.” **Note that College of Journalism & Communications policy limits Ph.D. students to three (3) “I” grades during the entire course of their studies; for master’s students, the maximum is two (2).**

Your final grade will be determined by your performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Theory Presentation and Discussion</td>
<td>300</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
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<td>Annotated Bibliography</td>
<td>150</td>
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<tr>
<td>Research Paper Proposal</td>
<td>50</td>
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<td>Final Research Paper</td>
<td>350</td>
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<td><strong>Total</strong></td>
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**Theory presentation:** The **theory presentation** is your opportunity to inform the class about a specific theory or group of theories and to lead a discussion on **how that theory applies to mass communication today**. Your presentation should run about one hour, possibly up to 75 minutes. You’ll sign up for topics, based on your interests, and I’ll do my best to assign everyone to a topic of his or her choice.

Your classmates will be asked to provide written feedback on the presentation. Additional information is provided in a separate handout.

**Class participation:** The **participation** grade stems from your involvement in the activities of the class, including your demonstration that you have completed all assigned readings **before** class, your involvement in large and small group discussions and activities, and your class attendance.

**Annotated bibliography:** This bibliography should directly relate to the topic of your research project proposal and should provide a foundation on which you can build that and future papers. It should include a synopsis of the key literature related to your topic, with full citations, and a short summary of the primary points from each article (or book or book chapter) as they relate to your study. These summaries should be **in your own words** – do not just copy the article abstract. Each student will submit his/her own annotated bibliography – this is not a group project. However, we will discuss
everyone’s project in class early enough so that if you come across an article/document that you believe will be especially valuable to someone else, you can recommend it to others. The course files on Canvas include an example annotated bibliography from a previous semester so that you can see what this should look like.

Final research project paper: This is the major assignment for the class. The initial paper proposal and final paper together account for 40% of your grade, so it’s important to do well on these assignments. In the final paper, you will outline briefly a study you wish to conduct, whether for your thesis, a non-thesis project, or another purpose. The paper should be approximately 15-20 double-spaced pages (not including the references—so that’s at least 15 pages of text) and include an introduction, statement of purpose, literature review, research questions or hypotheses, and a brief overview of the proposed method (not more than 2 pages). The focus here is on your ability to choose a relevant theory and apply it appropriately, within the context of a thorough literature review, so focus on that, not the methods. A separate, more detailed handout on the assignment will be provided. You will not be allowed to collaborate with other students on this assignment. It should not have been submitted for any other course, nor should you be planning to submit any version of it for any other course you are taking this semester. Re-use of a previously submitted paper will result in a failing grade on this assignment and, more than likely, for the entire course.

As you are working on any aspect of this paper, including the annotated bibliography, please review the section above regarding plagiarism. You will be required to submit your paper to Turnitin.

Deadlines for the readings and assignments are outlined below. Disclaimer: While it is my intention to follow this syllabus and schedule as closely as possible, I reserve the right to make adjustments as necessary.
# Schedule of Topics and Required Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Required Readings, Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Note: All readings will be available in the Canvas course materials.</td>
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| 8/20   | **Introduction to the Class**  
No readings required for today, obviously, but please read the syllabus carefully. And here’s another bit of advice worth reading, especially if you’re new to graduate study: [Modest Advice for New Graduate Students](#) |
| 8/27   | **Defining Theory; Writing the Literature Review; Research Strategies**  
Journalist’s Resource: [Guide to critical thinking, research, data and theory](#)  
Bryant, J., & Miron, D. (2004). *Theory and research in mass communication*;  
Cornell University Library: [How to prepare an annotated bibliography](#); retrieved from [http://olinuris.library.cornell.edu/ref/research/skill28.htm](http://olinuris.library.cornell.edu/ref/research/skill28.htm);  
UNC Writing Center: [Literature Reviews](#) |
| 9/3    | **Four Theories of the Press – How the Press Ought to Operate**  
| 9/10   | **International Media Theories**  
Kuo & Chew (2009). *Beyond ethnocentrism in communication theory: Towards a culture-centric approach*;  
Habermas, J. (1974). *The public sphere: An encyclopedia article*; (may require you to copy and paste the link into your browser)  
Emerson, T. (1963). The function of freedom of expression in a democratic society;  
*Research paper proposal due 9/10 – 4 pages maximum, not including the reference list. Do not waste space with vague statements about mass communication. Get to the point immediately, make certain you include a statement of purpose, and include references supporting your arguments.* |
| 9/17   | **Organizational Theories – What Influences Media Content?**  
Tuchman, G. (1973). *Making news by doing work: Routinizing the unexpected*;  
VanSlyke Turk (1985). *Information subsidies and influence* |
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<tr>
<th>Date</th>
<th>Section</th>
<th>References</th>
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<tr>
<td></td>
<td><em>Annotated bibliographies due 10/8. Do not submit your annotated bibliography without reading the instructions carefully, looking at the example and the grading rubric.</em></td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<td>11/26</td>
<td><strong>No class – please use this time to work on your final paper. I can be available for appointments, if you wish to meet.</strong></td>
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<tr>
<td>12/3</td>
<td><strong>A Look to the Future</strong> and <strong>Class Wrap-up</strong></td>
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Team Self-Evaluation Form

MMC 6400 – Mass Communication Theory

Fall 2016

This form is due to Dr. Walsh-Childers on the day of your presentation.

Your Name: ______________________________________________________

Team Member 1: __________________________________________________

Team Member 2: __________________________________________________

Topic: __________________________________________________________________

Please list/briefly describe your contributions to the presentation:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Please list/briefly describe your teammate’s contributions to the presentation:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Please indicate how you would numerically describe the effort of each member: (The total should be 100%.)

Your contribution     _________________________

Teammate 1’s contributions   _________________________

Teammate 2’s contributions  __________________________

Please add anything else you think I should know before assigning a final grade:

________________________________________________________________________

________________________________________________________________________