



MMC 6400 – Fall 2014

Mass Comm Theories

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

Instructor: Dr. Johanna Cleary
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Office Hours: Monday 1:50-3:30 p.m.
Wednesday 12:50-2:45 p.m.
and by appointment

About the Course

Course Description

Do you ever wonder *why* the media does things the way it does? Or, maybe, *why they don't*? This course is designed to give you an overview of some important theories related to mass communication in the United States and world. It will also focus on 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 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 Textbooks

McQuail's Mass Communication Theory 6th Edition by Denis McQuail. (New York: Sage Publications, 2010).

A Pocket Style Manual 5th Edition by Diana Hacker. (Boston: Bedford/St. Martin's, 2008).

There is a course Pack available from **Book iT**, which can be ordered either online or picked up at their store at 1250 West University Avenue, Unit 2, Gainesville FL, 32601. (That's adjacent to the Holiday Inn.) Their phone number is (352) 371-9588.

The readings are outlined on this syllabus and are available as a purchased course pack or by copying them from online and library sources on your own.

You will be asked to post responses to most of these readings at the online site for the class. This counts as part of your participation grade for the semester.

Other Resources

You should routinely keep up with coverage of the media. A recommended resource includes CNN's *Reliable Sources*, aired at 11:00 a.m. on Sundays.

Class Policies

Classroom Atmosphere: Each of you plays a role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please also be respectful of the contributions of others, including the guest speakers, and help create a class environment that is respectful and inclusive.

Cell Phones and Computer Use in Class: As a matter of courtesy to your fellow class members, please turn off all cell phones and pagers prior to the start of class. Likewise, *all computers and cell phones should remain off* unless you are using them to take notes for this class. *It is not appropriate to instant or text message during class.*

Attendance: I take roll for every class. I reserve the right to lower grades due to excessive absences or tardiness. ("Excessive absences" generally means more than three during the semester.) 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.

Missing Deadlines or Assignments: In the communication field, completing assignments on deadline 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 if at all possible. However, a missed deadline will generally be counted as a missed assignment and will result in significant grade penalties, 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.*

Honor Code: As a student at this university, you have accepted a commitment to the Honor Code, and the principles of academic integrity, personal honesty, and responsible citizenship on which it was founded. As an instructor at this university, I am also charged with its enforcement and take that responsibility very seriously.

The Honor Code's Preamble reads, in part: "...the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action."

Among the activities that could result in Honor Code violations are plagiarism, cheating, misrepresenting sources, the unauthorized use of others' work, etc. Consult me if you are uncertain about your Honor Code responsibilities within this course.

Accommodations for Special Needs: I want to work with you to accommodate legitimate special needs in the classroom. According to University policy, students requesting classroom accommodation must first 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 when requesting specific accommodation. It is your responsibility to initiate this conversation early in the semester and you should plan to meet with me during office hours to discuss this.

Course Grading and Assignments

General University policies regarding grading are found at:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

For this class, the following specific policies are in place.

Grading Scale:	A	92-100%
	A-	90-91%
	B+	88-89%
	B	82-87%
	B-	80-82%
	C+	78-79%
	C	72-77%
	C-	70-71%
	D+	68-69%
	D	62-67%
	D-	60-62%
	E	below 60%

Instructors are not required to assign incomplete grades; they may be given at the discretion of the instructor in compliance with the terms and completion of the “Incomplete-Grade Contract.” As agreed to by the Graduate Faculty of the College of Journalism and Communications, **the maximum number of “I” grades that a Ph.D. student is allowed during the entire course of his or her studies for the Ph.D. is three (3) while the maximum is two (2) for students seeking a Master’s in the College.**

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

Team Presentation and Discussion	(30 percent)
Reading Postings and Class Participation	(15 percent)
Annotated Bibliography	(20 percent)
<u>Research Project Proposal</u>	<u>(35 percent)</u>
Total	100 percent

The **team 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 could be applied to mass communication today. Meaningful class interaction during the presentation is encouraged. The total presentation should run 1 hour.

This is a team project and an important component of your grade will be how well you work as a member of the team. As part of the assignment, you will be required to fill out the self and team appraisal form attached to the final page of the syllabus. It should be turned in on the day of your presentation. Your classmates will also be asked to provide written feedback on the presentation. Additional information is provided in a separate handout.

The **reading postings and participation** grade stems from your involvement in the activities of the class. Included in determining this grade is your consistent posting of responses to class readings, your involvement in large and small group discussions and activities, and your class attendance. Please note: the postings for the readings should be based on the individual articles and not the McQuail readings.

The **annotated 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 summation of the relevant points from each article as they relate to your study. This should be an individually generated assignment and should reflect your summations of the relevant points of the literature you include.

The **research project proposal** outlines a study you wish to conduct, whether for your thesis, non-thesis project, or another purpose. The paper should be approximately 15-20 double-spaced pages and include an introduction, literature review, research questions and an overview of the method. A separate, more detailed handout on the assignment will be provided. This should be an individually generated assignment and should not be co-authored or have been previously submitted for another course.

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.

<p>Meeting 1 Tues., 8/26</p>	<p>Introduction to the Class and Defining Theory For next class: Read Rothman, T. (2005). What Einstein Knew. <i>The American Scholar</i> 74(1): 127-129; Maney, K. (2005). Moore’s Law began as guess that grew in power over time. <i>USA Today.com</i> Retrieved from http://www.usatoday.com/tech/columnist/kevinmaney/2005-04-12-maney_x.htm#; Bryant, J., & Miron, D. (2004). Theory and research in mass communication, <i>Journal of Communication</i> 54(4), 662-704; “How to prepare an annotated bibliography,” retrieved from http://olinuris.library.cornell.edu/ref/research/skill28.htm; “How to write a literature review,” retrieved from http://writingcenter.unc.edu/handouts/literature-reviews/; Hacker, D. (2008) “Research” in <i>A pocket style manual</i> (5th ed.). Boston: Bedford/St. Martin’s, 92-102; and Molleda, J.C., & Jain, R. (2013). Testing a perceived authenticity index with triangulation research: The case of Xcaret in Mexico. <i>International Journal of Strategic Communication</i>, 7, 1-20.</p>
<p>Meeting 2 Tues., 9/2</p>	<p>Writing the Literature Review and Developing Theory Guest Speaker: Dr. Juan-Carlos Molleda, Public Relations Department Chair For next class: Read Siebert, F.S., T. B. Peterson, & W. Schramm. (1956). <i>Four theories of the press</i>. Urbana: University of Illinois Press, pp. 73-103; Nerone, J. (2004). “Four theories of the press in hindsight: Reflections on a popular model” in <i>New frontiers in international communication theory</i> (Semati, editor), New York: Rowman & Littlefield Publishers, pp. 21-32; and McQuail, pp. 23-46 and 161-186.</p>
<p>Meeting 3 Tues., 9/9</p>	<p>Early Communication Theories and Four Theories of the Press <i>One-page Thesis Statement for Project Proposal Due</i> For next class: Read Breed, W. (1955). “Social control in the newsroom: A functional analysis.” <i>Social Forces</i> 33(4): 326-335; Tuchman, G. (1973). Making news by doing work: Routinizing the unexpected. <i>The American Journal of Sociology</i> 79(1), 110-131; White, D.M. (1950). The “gatekeeper”: A case study in the selection of news. <i>Journalism Quarterly</i> 27(4), 383-390; Reese, S. D., & Ballinger, J. (2001). “The roots of a sociology of news: Remembering Mr. Gates and social control in the newsroom.” <i>Journalism and Mass Communication Quarterly</i>, 78(4), 641-658; and McQuail, pp. 296-318.</p>
<p>Meeting 4 Tues., 9/16</p>	<p>Newsroom Process Theories For next class: Read Becker, L.B., & Vlad, T. (2009). “Freedom of the press around the world,” in Arnold S. de Beer [Ed.], <i>Global Journalism: Topical Issues and Media Systems</i>, (5th ed), 65-84; Shah, H. (1996). Modernization, marginalization, and emancipation: Toward a normative model of journalism and national development. <i>Communication Theory</i>, 6(2), 143-166; and McQuail, pp. 247-270.</p>
<p>Meeting 5 Tues.,</p>	<p>International Media Theories and Media Effects Theories For next class: Read Habermas, J. (1974). The public sphere: An encyclopedia article. <i>New German Critique</i> 3, 49-55; Beers, D. (2006). The public sphere and online, independent journalism. <i>Canadian Journal of Education</i>, 29 109-</p>

9/23	130; Emerson, T. (1963). The function of freedom of expression in a democratic society. <i>Yale Law Journal</i> 72, 877-886; and McQuail pp. 80-108.
Meeting 6 Tues., 9/30	The Public Sphere (Team One) and Marketplace of Ideas For next class: Read Turk, J.V. (1986). Information subsidies and media content: A study of public relations influence on the news. <i>Journalism Monographs</i> , 100; and Curtin, P. A. (1999). Reevaluating public relations information subsidies: Market-driven journalism and agenda building theory and practice. <i>Journal of Public Relations Research</i> 11(1), 53-90; and McQuail, pp. 324-325; McCombs, M.E., & Shaw, D.L. (1972). The agenda-setting function of mass media. <i>Public Opinion Quarterly</i> 34(2), 176-187; McCombs, M. (2005). A look at agenda setting: Past, present and future. <i>Journalism Studies</i> , 6(4), 543-557; Weaver, D.H. (2007). Thoughts on agenda setting, framing, and priming, <i>Journal of Communication</i> , 57(1), 142-147; and McQuail, pp. 512-520.
Meeting 7 Tues., 10/7	Information Subsidies (Team Two) and Agenda Setting <i>Annotated Bibliographies Due</i> For next class: Read Noelle-Neuymann, E. (1974). The spiral of silence: A theory of public opinion. <i>Journal of Communication</i> 24(2), 43-51; Scheufele, D. (2006). Framing as a theory of media effects. <i>Journal of Communication</i> 49(1), 103-122; Tankard, J. (2001). "The empirical approach to the study of media framing" in <i>Framing Public Life</i> , edited by Reese, Gandy and Grant (Erlbaum); Entman, R. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i> 43(4), 51-58; and McQuail, pp. 380-382, and 511-512.
Meeting 8 Tues., 10/14	Spiral of Silence (Team Three) and Framing Theory Guest Speaker: Dr. Debbie Treise, CJC Graduate Associate Dean For next class: Read La Rose, R., & Eastin, M.S. (2004). A social cognitive theory of Internet uses and gratifications: Toward a new model of media attendance. <i>Journal of Broadcasting & Electronic Media</i> , 48(3), 358-377; Leung, L. (2009). User-generated content on the internet: An examination of gratifications, civic engagement and psychological empowerment. <i>New Media & Society</i> , 11(8): 1327-1347; Quan-Hause, A., & Young, A.L. (2010). Uses and gratifications of social media: A comparison of Facebook and instant messaging. <i>Bulletin of Science, Technology & Society</i> , 30(5), 350-361; and McQuail, pp. 423-431.
Meeting 9 Tues., 10/21	Uses and Gratifications (Team Four) and Research Methods Overview For next class: Read Heise, N., Loosen, W., Reimer, J., & Schmidt, JH., (2014). Including the audience. <i>Journalism Studies</i> 15(4), 411-430.
Meeting 10 Tues., 10/28	Active Audiences (Team Five) and Research Proposals For next class: Read Tichenor, P.J., Donohue, G.A., & Olien, C.N. (1970). Mass media flow and differential growth in knowledge. <i>Public Opinion Quarterly</i> 34(2), 159-170; Hindman, D.B. (2000). The rural-urban digital divide. <i>Journalism & Mass Communication Quarterly</i> 77(3), 549-560; and McQuail, pp. 136-159 and Lang, A. (2000). The limited capacity model of mediated message processing. <i>Journal of Communication</i> , 50(1), 46-70.

Meeting 11 Tues., 11/4	<p>The Knowledge Gap & Digital Divide (Team Six) and Social Media Theories</p> <p>Guest Speaker: Dr. Yu-Hao Lee, Telecommunication Department</p> <p>For next class: Read Rogers, E.M. (2003). "Chapter 1" in <i>Diffusion of innovations, 5th edition</i>. New York: The Free Press; and McQuail, pp. 490-491; Coffey, A., & Cleary, J. (2008). Valuing new media spaces: Are cable network news crawl cross-promotional agents? <i>Journalism & Mass Communication Quarterly</i>, 85(4), 894-912; Lowrey, W., & Woo, C.W. (2010) The news organization in uncertain times: Business or institution? <i>Journalism & Mass Communication Quarterly</i> 87(1), 41-61.</p>
Tues., 11/11	<p>Veterans Day – No Class</p>
Meeting 12 Tues., 11/18	<p>Diffusion of Innovations (Team Seven) and Media Ownership Theories</p> <p>For next class: Read Gerbner, G., & Gross, L. (1976). Living with television: The violence profile, <i>Journal of Communication</i> 26(2), 172-200; McQuail, pp. 494-501; and Cleary, J. (2009). A contract for success: Conflicting attitudes about professional development among producers and news directors. <i>Electronic News</i> 2(4), 1-20.</p>
Meeting 13 Tues., 11/25	<p>Cultivation Theory (Team Eight) and Motivation and Leadership Theories</p> <p>For next class: Read Grossberg, L. (1989). The circulation of cultural studies. <i>Critical Studies in Mass Communication</i> 6(4), 413-421; Carey, J.W. (1985). Overcoming resistance to cultural studies. <i>Mass Communication Review Yearbook</i> 5, pp. 27-40, Sage Publications; Bellafante, G. (2014). Nostalgia's burning glow, <i>New York Times</i>, June 13, 2014 Retrieved from http://www.nytimes.com/2014/06/15/nyregion/nostalgias-blurring-glow.html?hp&_r=1; and McQuail, pp. 112-120; 125-132. Thomas, G. & James, D. (2006). Reinventing grounded theory: Some questions about theory, ground and discovery, <i>British Educational Research Journal</i>, 32(6), 767–795.</p>
Meeting 14 Tues., 12/2	<p>The Critical/Cultural School and Grounded Theory</p> <p>For next class: Read Domingo, D., Quandt, T., Heinonen, A., Paulussen, S., Singer, J.B. and Vujnivic, M. (2008). Participatory journalism practices in the media and beyond: An international comparative study of initiatives in online newspapers. <i>Journalism Practice</i>, 2(3), 326-342; McLellan, M. (2010). Categorizing what works – so we can apply those lessons to future endeavors, <i>Nieman Reports</i>, 64(2), 40-42.</p>
Meeting 15 Tues., 12/9	<p>A Look to the Future and Class Wrap-up</p> <p><i>Research Proposals Due</i></p>

Revised: 8/8/2014

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Team Self-Evaluation Form
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This form is due to Dr. Cleary on the day of your presentation.

Team Members: _____

Your Name: _____

Topic: _____

Please list your contributions to the presentation: _____

Please list 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 _____

Your teammates' contributions _____

Please add anything else you think is important to know in assigning a final grade:
