Strategies for Success

COURSE GUIDE

Mass Communication (COM 101)

Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. *Reformed Curriculum* involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. *Comprehensive Advising* involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
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Introduction: Resource Guide for Infusing College Student Success Skills

COM 101 Mass Communications is a survey introduction to the field of media communications where students learn about communications in general and then focus on each of the major mass media. It is a required course for all Liberal Arts Communications majors and is also open to other students as a Humanities elective. Also, the course satisfies a Behavioral Science Elective. Students learn about the origin and development of each medium, the topics, trends and issues currently characterizing it as well as its prospects for the future. The course incorporates a strong emphasis on media literacy to prepare students for a lifetime as media consumers, regardless of their individual professional futures.

This guide incorporates the Core Student Success Skills promoted by Middlesex's Title III: Strategies for Success program, funded by a five-year grant from the U.S. Department of Education. Those skills are Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. A detailed description of what these skills entail can be found on the following page.

We hope this guide will be useful for Mass Communications instructors designing their own curriculum. Please feel free to look through its ideas, lessons and assignments and chose to use, adopt or modify any of the material as you see fit to incorporate into your own course.

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Description of Core Student Success Skills

The following operational definitions adopted from the Introduction to Psychology Strategies for Success Course Guide.

The concept of the grant is to lead students to apply these skills as they learn the course content. The expectation is that by practicing these skills in a course, they will develop into more successful college students.

Critical Thinking
Critical Thinking involves a variety of means for integrating knowledge, using reasoning and solving problems. At its “Developing” Level (Application) it requires that students identify and use relevant information and to reach conclusions consistent with evidence presented. At more “Proficient” and “Advanced” Levels it requires that students compare and contrast differing views, analyze and evaluate information logically, and make inferences based on testable hypotheses.

Communication
Communication entails the ability of students to explain ideas related to what they are learning in clear oral or written forms. Such information may be presented individually or in groups. Skills may include the ability to break content down into smaller pieces, organizing and summarizing information, and demonstrating informational, technological, and quantitative literacy.

Collaboration
Collaboration rests on the skills necessary for students to work together in group activities and projects. This includes direct skills such as dividing tasks into parts, collecting and sharing information, and making group decisions. It also includes skills related to the processes for learning in community with others such as learning to appreciate differences, negotiating, compromising, and reaching consensus.

Organization
Organization involves a variety of related abilities. These include the ability to systematically relate areas of content to each other, the ability to take an overarching piece of information and to present concepts in a logical manner, and the ability to come up with an outline to show how concepts relate to one another. It may also include the ability to read and follow the syllabus, time management, and the use of effective study skills.

Self-Assessment
Self-Assessment encompasses several student abilities. First, it is the ability to apply course concepts experientially to better understand themselves and others. Second, it is the ability to examine how relevant theories apply to real life. Finally, it involves the ability to assess oneself to gain insight into how one learns, plans, makes decisions, and studies (Duffy, 2009).
Lesson Plan: Media Use Assignment

Author: Robert Matorin

Learning Objectives: After successfully completing this activity, students will be able to:

- Analyze their individual media use patterns
- Comprehend how much of their own and their classmates’ leisure time is spent consuming media
- Gather data, analyze the results mathematically and then interpret their significance
- Define what a medium of communication

Core Student Success Skills Addressed:

- Critical Thinking
- Self-assessment

Context in the Course:
This is best used as an initial assignment following the first class, in which the nature of communications and a variety of media are discussed.

Materials Needed:
- Assignment
- Tracking Form, both distributed to students when the assignment is given in class.

Instructions:
Students are given examples of both common and less obvious communication media. They then keep track of which medium or media they use in each waking hour following class as well as the number of minutes spent with each. If they use more than one medium at the same time, they add together the total time spent with each, so it’s possible to have more than 60 minutes of media use within an hour. The tracking form requires them to add their total time spent with each medium and to identify which media they spent the most and least time using. They are then asked (without the use of a dictionary) to write their own definition of a medium of communication.

Assessment:
Several students present their findings to the rest of the class and all submit their tracking forms to the instructor for comments and evaluation.
Lesson Plan: Levels of Communication

Author: Robert Matorin

Learning Objectives: After successfully completing this activity, students will be able to:

- Name and describe the three levels of meaning inherent in basic face-to-face communications
- Learn to look at communications as a multi-level process

Core Student Success Skills Addressed:

- Critical thinking
- Organization
- Communication

Context in the Course:
After earlier work defining communications and its various categories and media, students are asked to take a closer look into simple communications exchanges through this in-class lecture/discussion. The concepts are reinforced several times throughout the semester when appropriate.

Materials Needed:
The Levels of Communications student handout, supplementing a lecture/discussion of its content. The presentation names, defines and provides examples of the three levels.

Instructions:
Students listen to lecture on levels of communication and then are given Levels of Communications student handout. A class discussion follows.

Assessment:
Students are quizzed and later tested on these concepts when they are asked to define these elements and/or asked to provide examples of each.
Handout: Levels of Communication

Even simple, face-to-face conversations actually operate on several complex levels at the same time. We can speak of three distinct, but interrelated, types of communication occurring at once:

1. **Language: What** is said.
   These are the words spoken (or the information that's exchanged).
   It is the **content** of the communications.
   It represents only part of what is communicated.

2. **Paralanguage: How** it's said.
   - Tone of voice
   - Verbal expression.
   - Irony and sarcasm.

3. **Body Language:**
   Also called **nonverbal communications**.
   Based on the movement of some part of the body, large or small.
   It includes:
   - Facial expressions
   - Gestures
   - Postures
   - **Eye contact** (or the lack of it)
   **Also:** Winks and nods, raised eyebrows, pursed lips, various positions of the lips and mouth, pantomimes, broad gestures and subtle visual cues.
   All three levels are important elements of face-to-face communications, but all may not be present in any particular medium.
   Which of the three levels are included or excluded when we use these media?:
   ► Telephone conversations
   ► Email messages
   ► Literary novels
Lesson Plan: Models of Communication

Author: Robert Matorin

Learning Objectives: After successfully completing this activity, students will be able to:
- List and describe the basic process elements of the diagrammatic model of communications
- Analyze examples of common communications exchanges, apply the model to them, and identify each of its elements and factors

Core Student Success Skills Addressed:
- Critical thinking
- Organization
- Communication

Context in the Course:
In class, students are introduced to the elements of the process of communication through the explanation of the communications model developed by media theorists. Starting with the simplest relationship of Sender\Medium\ and Receiver, additional factors are added, including: Encoding and Decoding, the various forms of Communications Noise, distinctions between Message and Medium, Gatekeepers and Feedback.

Materials Needed:
The Communications Exercise Assignment reiterating the role and function of each of the basic elements as well as presenting an example of its application to a familiar communications exchange.

Students then supply another example of a communications exchange they’ve observed or created and analyze it to identify all its relevant and constituent elements and factors.

Instructions:
Students are told to choose an instance of communications different than the example provided, that is, an exchange over a counter in a video store. They are encouraged to try to vary the media involved, including mass and personal media, rather than just face-to-face interpersonal speech and to take in account language, paralanguage and body language (See Levels of Communications Lesson Plan.)

Assessment:
Several students present their findings in the next class for discussion and interpretation. All students submit their completed assignment sheets for comments and evaluation by the instructor.
Lesson Plan: Marshall McLuhan and His Theories

Author: Robert Matorin

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify McLuhan’s approach to communications and how the introduction of media innovations has affected both technological and human development
- Compare the differences and similarities among three eras of historical human development characterized by their dominant medium of communication: Oral culture, Print culture and Broadcast culture
- Apply his theories to the era of Digital Communications and discuss why his ideas have attracted renewed interest as a result of the internet and the computerization of society

Core Student Success Skills Addressed:
- Critical thinking
- Communication

Context in the Course:
This lecture/discussion session, supplemented by two student handouts, can be used as a concluding session for the course’s initial unit examining communications in general.

Materials Needed:
- Milestones of Communications student handout
- Marshall McLuhan student handout

Instructions:
The instructor begins the class by reviewing, using the Milestones of Communication handout to sketch a broad chronological outline of communications technologies and development. Emphasize how the intervals between major advances in the introduction of communications media have become progressively shorter, accelerating the rate of societal change.

Move on to discuss McLuhan, using the handout on his contributions as a lecture/discussion guide. Emphasize that he sees communications innovation as the primary shaper of society, but he is just one of several thinkers, from Newton to Marx and Freud and beyond, who say that other factors drive history. All their work is valuable, however, since each lets us see the world from a variety of perspectives.

Assessment:
Students are first quizzed and later tested on his basic concepts and his technological determinist approach to society’s development.
Handout: Marshall McLuhan

Marshall McLuhan: Canadian English professor & communication theorist. He was popular in the early & mid-1960s and died in 1980.


Said: “The Medium is the Message.”

Argued: Print media technology changed both people and society.
They alienated us from our natural state.

What made the printing press so revolutionary?
Realize that the first mass produced product was printed material. Mass society began with the printing press, followed by mass production of just about everything else. The products we use come from factories and are exactly alike. In a mass society, each of us is considered as just one of a large number of people (the mass audience), rather than as separate, unique individuals. We had become massified.

How do we learn about the world?
Before mass media, people learned about the world through personal observation & experience or from other people who communicated orally with us & often face-to-face. McLuhan says these were the good old days – humans were tribal, lived a group-centered life and experienced the world with all five senses. But then, the printed word was introduced and society changed. People became literate (became readers) and the nature of the print medium changed how we experienced the world.

McLuhan compares society before & after the printing press:

<table>
<thead>
<tr>
<th>Medium (&amp; modes):</th>
<th>Oral media</th>
<th>Print media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Group experience</td>
<td>Individual activity</td>
</tr>
<tr>
<td>Primary sense:</td>
<td>Hearing</td>
<td>Sight</td>
</tr>
<tr>
<td>Focus:</td>
<td>Stimuli come from all around, from all directions</td>
<td>You concentrate on a single point in front of you</td>
</tr>
<tr>
<td>Appeals to:</td>
<td>All the senses</td>
<td>The mind</td>
</tr>
</tbody>
</table>
How change occurs

Things happen all around you: You are at the center of a circle (not at the end of a straight line).

**Non-linear**

<table>
<thead>
<tr>
<th>How change occurs</th>
<th>Things happen all around you: You are at the center of a circle (not at the end of a straight line).</th>
<th>Linear</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-linear</strong></td>
<td>Non-linear</td>
<td></td>
</tr>
</tbody>
</table>

Model of how the world works

A series of repeating cycles: seasons; birth, growth, death, then starts over again.

**Linear**

<table>
<thead>
<tr>
<th>Model of how the world works</th>
<th>A series of repeating cycles: seasons; birth, growth, death, then starts over again.</th>
<th>Single, forward direction – <strong>progress</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linear</strong></td>
<td>Linear</td>
<td><strong>Linear</strong></td>
</tr>
</tbody>
</table>

Result

**Tribalization**

**Detribalization**

Then along came electronic media: Radio and especially television.

McLuhan says the introduction of these media mean we've started to return to a tribal life and a tribal way of experiencing the world. Instead of the detailed and highly concentrated way we focus on print, television’s sight and sound engages all the senses, not just the mind. The result of all this is **Retribalization**. But there's a major difference between the oral and electronic media in terms of the **reach** of the medium. Instead of being limited to just the interpersonal experience of the village or tribe, television has a worldwide reach and influence.

It creates a **global village** that covers the entire world.
Lesson Plan: Communications Disciplines

Author: Carol Yeverton

Learning Objectives After successfully completing this activity, students will be able to:

• Demonstrate an understanding of the differing purposes of PR, advertising and marketing
• Analyze the components of each
• Comprehend their importance as forms of mass communications
• Synthesize the similarities and uniqueness of each
• Interpret best practices for each
• Valuate the meaning these practices have for society
• Apply comprehension of PR, advertising and marketing in real life situations

Core Student Success Skills Addressed:

• Organization –historical significance and chronology
• Critical Thinking – the strengths and weakness of these mass communications practices
• Collaboration - class discussion
• Self-Assessment –understanding of the impact PR, advertising and marketing play in one’s own life.
• Communication- exchange of thinking and ideas on the value of these practices for society

Suggested Timeframe:
1 class

Materials:
Assigned Readings, Class Videos, Lecture

Context within the Course:
Public Relations, Advertising and Marketing are important practice areas for professional communicators. This lesson can be taught at any point in the semester.

Instructions:
1. The instructor assigns by the video “The Value of Public Relations” available on YouTube at http://www.youtube.com/watch?v=59O7NmCjY-I
3. The instructor lectures on the nature of public relations and marketing and how they differ.

4. Have students review these case studies: Evenflo
   Study: Cadillac
   http://www.youtube.com/watch?v=jkEw1rsBUak&playnext=1&i=list=PL27858817FE96C0B8. Think about this last case study in relation to the assigned reading on Advertising: 15 Basic Appeals.

5. Have students engage in group discussion prompted by the following questions:
   Every day we are exposed to multiple public relations, marketing and advertising messages. How do they impact you? Do they cause you to change opinions and beliefs?

Assessment:
Informal assessment through class discussion.
Lesson Plan: Newspaper Project

Author: Jeff Northrup
Suggested Time Frame: One to two weeks

Learning Objectives After successfully completing this activity, students will be able to:

• Become familiar with daily newspapers
• Discover the history and/or present condition of the newspaper industry in America
• Critically assess the future of the industry.
• Improve communication skills
• Collaborate with others to produce a product

Core Student Success Skills Addressed: Critical thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials Needed:
• Group activity handout (see lesson addendum)
• Access to daily newspapers (in-hand or online)
• Textbook section on print newspapers

Context within the Course:
This assignment was designed to take place during the most recent state political campaign. Obviously, it could be fitted into any ongoing major event or news cycle.

Instructions:
1. Classroom discussion/lecture on the newspaper industry. Could include films, Power Points, etc.
2. Students read assigned material on the industry (from text).
3. Assignment of projects, selection of groups.
4. Devote some class time (one class or more as needed) to group preparations.
5. Use of computer room (or smart classroom) for group presentations.
6. Handing in of papers.

Extension:
There should be a continuing discussion throughout semester of state of newspaper industry and comparison of its position in the mass communications spectrum with that of other media.

Assessment:
Papers and presentations will be assessed and informal assessment of group participation and work.
Lesson 3 Addendum Material

Newspaper Project Assignment
Mass Communications and Society COM 101

The Assignment: Over the next two weeks, you will produce two pieces of work, one individual, the other as a group activity. One part of the group activity will be a class presentation of 10-15 minutes; the individual activity will involve a piece of writing. Specifically, you will produce:

1. An in-class presentation by your group on one of the following topics:
   - The history and development of the American newspaper, beginning in Colonial times and extending through today
   - The future of the American newspaper as a print medium
   - The evolution of the American newspaper from a “boring broadsheet” to a colorful, high-spirited tabloid (or not)
   - The late 1800s and their role in the development of the American newspaper (focusing on men like Horace Greeley and the other great editors and publishers of the era)
   - The impact of the computer on the American newspaper industry

2. An individually produced paper of three to five pages in length on any of the following topics (or a topic you develop that I approve in advance).
   - A study of one newspaper over a period of at least a week, comparing it with coverage of the same items on the television news for the same period
   - A comparative study of the sports pages of the newspaper of your choice with ESPN’s SportsCenter for the same period of at least a week
   - A comparative study of the editorial page of the newspaper of your choice with the opinions expressed on any political website of your choosing (during the same period of time)
   - An assessment of the fairness of the news coverage of the Massachusetts election process, comparing coverage of the same issues in both the Boston Globe and the Boston Herald (both can be read online at no cost)

Requirements: The paper must be typed, double-spaced, in Times or Times New Roman 12 point with one-inch margins on all four sides. No cover page is required but the first page should begin with a four-line header (also double-spaced) as follows:
• Your name
• My Name
• Name of the Course
• Date of submission

The paper should include a works cited page if you use any source material in its preparation. Follow MLA style.

The presentation may be in the format of your choice, but I strongly suggest some audio-visual component. I will make arrangements for the use of a computer lab for the day of the presentations. Handouts are also a good idea, and I will be happy to copy them given some notice.

Grading: You will receive two grades, one each for the paper and the presentation. The following elements will be considered:

- Completeness
- Clarity
- Style
- Breadth of research
- Originality (the presentation)

A rubric will be provided.

Due dates:

Both the presentations and the papers are due at the beginning of class on (insert date).
Handout: Scoresheet—Newspaper Presentations

Group members:
________________________________________________________________________

Completeness: ____________

Clarity: ______________

Style _______________________

Breadth of Research ______________

Originality of Presentation __________

Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Overall Grade: ________________
Lesson Plan: Newspaper Future- Quo Vadis Printing Press?

Author: Jeff Northrup

Suggested Time Frame: Two Classes

Learning Objectives After successfully completing this activity, students will be able to:

• Exercise organizational skills
• Apply critical thinking to course materials
• Improve communication skills
• Assess the future of a major portion of the mass communication landscape

Core Student Success Skills Addressed:
Critical thinking, Communication, Organization, Collaboration

Materials Needed:
Appropriate readings (samples attached); material in text also useful.

Context within the Course:
Early in a unit on print media

Instructions
1. Assign readings. The first reading, “Globe in Talks to Print Herald” is accessible online at http://www.boston.com/business/ticker/2011/05/globe_in_talks_1.html, the other is included in the handout which follows this lesson.
2. Form Groups.
3. Discuss readings in groups, framing discussion with attached sheet.
4. Instructor should kibbitz throughout discussion.
5. Groups report out findings; class discusses.

Assessment:
Conduct an informal assessment of group discussions. Revisit discussion toward the end of the semester to assess what, if any, changes in attitudes have developed.
The Growing Impact of the Internet

- The number of Americans actively using the Internet from their homes in a given week in April, 2006 was 113,644,910 out a total of 205,133,028 with Internet access, according to Nielsen. These users spent an average of 8 3/4 hours on the Internet per week. The total number active on the Internet from their homes in the whole month was 143,596,769 with an average of over 30 hours spent per month. Additionally, 55,540,803 out of 62,133,101 Americans with access to the Internet at work were active in a given week with an average of more than 19 hours spent per week. The Nielsen numbers do not include Internet usage at schools, libraries and other locations.

- Of the 116 million American adults who use the Internet on a regular basis, more than 47 million Americans say their use of the Internet helps them stay abreast of the news, according to the Pew Research Center for The People & The Press. A total of over 30 million Americans get news via the Internet each day.

- Internet news usage spikes significantly when large news stories are happening such as the Iraq War, the 9-11 attacks and the 2000 Election. According to a Pew Internet & American Life Project study, for example, fifty million American adults (48 percent of adult Internet users at the time), sought online news on the 2000 election and its aftermath. Similarly, a Pew study during the Iraq War found 56% of adult Internet users, or 65 million Americans, used the web to get war-related news and commentary.

- In addition, Americans reliance on the internet is increasing. For example, immediately after the 9-11 attacks, only 3% of online Americans said the Internet was their primary source of information about the attacks and their aftermath. Only a year and a half later, in the weeks leading up to the war with Iraq, 26% of online Americans said the Internet was their primary source of news and information about the possibility of war - a number that places it on a par with both newspapers and radio. Likewise, polls by the Pew Research Center for the People and the Press found in 1996 that just 4 percent of Americans had gone online for campaign news in the election, yet in the year 2000 the percentage had already increased to 20 percent. The number of Internet users has grown dramatically since then.

- Research also shows that, whether a major event is taking place or not, the Internet is by far the primary news source for most Americans during the workday. In a study by the Online Publishers Association, 65 percent of people said “Internet news is the main way I keep in touch with world events while I’m at work,” while 58 percent said the same for
technology news and 56 percent said the same for business/financial news.

- Another interesting trend found in a July 2003 survey conducted by the Ford Foundation and the Associated Press Managing Editors of users of DallasNews.com and three other news sites, is that people who use Internet news sites do so with great consistency. For example, 84 percent of the users of the sites said they often use Internet news sites to stay informed, compared with 60 percent who often use television, and less than 50 percent who tune in to radio or open a daily newspaper. Two-thirds of respondents said they would use an Internet news site before a radio, TV newscast or a daily newspaper to catch up with the day’s events. Once people switch to Internet news, which is increasingly the case, it often becomes their primary medium.

- News sites are the most visited category on the Internet. When asked what types of web sites they visited in the past week in a survey by the Online Publishers Association, 62% of Internet users said News, followed by Weather at 58%, Financial Services at 43%, and Retail Shopping at 40%. Of the 27 types of sites, the lowest were Automobile at 12%, Parenting at 11% and Personal/Dating Services at 8%.

- Also of note is that the wealthy and educated Americans who possess the bulk of wealth and influence rely more heavily on the Internet for their news than any other group. A 2003 study by the Online Publishers Association found that of those who use news sites at work, 62% are highly educated, 46% are affluent and 22% are top-level professionals. Similarly, a Ford Foundation survey of users of four online news sites found that 18 percent earned $35,000 to $50,000 a year, 26 percent made $50,000 to $75,000, 18 percent made $75,000 to $100,000, and about 19 percent made $100,000 or more. According to the National Newspaper Association, “Compared to online audiences in general, online newspaper readers are younger, more affluent and better educated.”

- The Pew study also found that Internet veterans (those with more than six years of online experience) and broadband users (those with cable, DSL or similar) are the most likely to be getting news online. For example, nearly half of broadband users are getting news online each day - almost double the 26% of all Internet users who get news daily online. This study found 70% of those with broadband used the Internet for news during the War with Iraq. The key to this is that as the number of Internet veterans and broadband users continues to rapidly grow, use of Internet news sites will also grow even larger. A large number of users started using the Internet between 1998 and 2000 and are now Internet veterans; access to broadband is also rapidly growing.
• “When audience trends are examined closely, one cannot escape the sense that the nation is heading toward a situation, especially at the national level, in which institutions that were once in different media, such as CBS and The Washington Post, will be direct competitors on a single primary field of battle - online. .... This is an exciting possibility that offers the potential of new audiences, new ways of storytelling, more immediacy and more citizen involvement.”

From the Project for Excellence in Journalism’s State of the Media report
Excerpted from http://www.dailysource.org/about/impact
Lesson Plan: Aural Media

Author: Carol Yeverton

Learning Objectives After successfully completing this activity, students will be able to:

• Demonstrate an understanding of the elements of aural sound
• Analyze the components of aural sound from historical perspective
• Comprehend the impact of mass communicated sound
• Synthesize its relevance for society
• Interpret best practices
• Evaluate how sound recording and radio have influenced technology – and vice versa
• Apply comprehension of aural sound into newly emerging digital technology

Core Student Success Skills Addressed:

• Organization – historical significance and chronology
• Critical Thinking – the role of sound as a process of mass communications
• Collaboration – class discussion
• Self-Assessment – Questions of the meaning of sound in one’s own life and for society
• Communication- exchange of thinking and ideas on the role of aural sound in society

Suggested Timeframe:
1 class

Materials:
Assigned Readings, Class Videos, Lecture

Context within the Course:
Sound is a fundamental aspect of mass communication. As such, the lesson would work best early in the semester.

Instructions:
1. This lesson includes assigned readings, video case studies and examples.
2. Ask the students: imagine a world without i-pods, i-tunes, CD’s & albums and radio. What does access to music mean to you? How would your life be different?
3. The instructor discusses the influence of aural sound for mass audiences that began with Thomas Edison’s 1888 invention, the phonograph. Then have student listen to this recording from 1903 on YouTube http://www.youtube.com/watch?v=DPyCd202F8E
Ask them: How different did music sound then? Does the value of recorded sound push the development of the next best thing in technology, as well?

4. Have student study the cultural phenomenon of radio at this link:  
http://www.history.com/topics/radio-and-television/videos#radio-creates-a-cultural-phenomenon

5. As this video suggests, the emergence of radio is of great importance not only for the way it rallied people around ideas, but around information as well. Discuss what changes led to the emergence of broadcast news. Scripted stories were a huge part of early radio as well, functioning like our TV shows do today.

6. The advent of digital downloading has dramatically changed the nature of the radio industry. Discuss these changes.

7. The rapid rise of internet based shared music services (MP3 and the iTunes store) is causing sound recording and radio to become part of a digital convergence. Discuss all aspects of social media

Assessment:
The instructor should conduct an informal assessment of class discussion.

Reading Assignments

Audio Engineering Society: Audio Timeline
http://www.aes.org/aeshc/docs/audio.history.timeline.html

Vintage Audio History
http://www.videointerchange.com/audio_history.htm

Through the Wires: The History of Radio
http://library.thinkquest.org/27887/gather/history/radio.shtml

Next Steps/ Optional Activities:

The instructor might have students read selections from the following texts:

- Perfecting Sound Forever: An Aural History of Recorded Music by Greg Milner, Faber and Faber 2009
- America on Record: A History of Recorded Sound by Andre Millard, Cambridge University Press 2005
Lesson Plan: Radio Stations “Design Your Own Station”

Author: Jeff Northrup

Suggested Time Frame: Two or three classes (depending on length of class)

Learning Objectives After successfully completing this activity, students will be able to:

- Explore the design and function of radio programming
- Study the development of radio as a major mass medium
- Learn about the inside workings of a radio station
- Relate radio to other electronic media
- Improve communication skills

Core Student Success Skills Addressed:
Critical thinking, Communication, Collaboration, Organization, Self-Assessment

Materials Needed:
- Group activity handout (see lesson addendum)
- Textual material and readings on radio
- Student group member and self-assessment sheets

Context within the Course:
This lesson should be taught during the unit on electronic communication.

Instructions:
1. Class reads assigned text and participates in discussion/lecture on radio’s history, technical aspects, regulatory requirements, formats, etc.
2. Groups of three or four are formed.
3. Groups then use provided worksheet to design their ideal radio station.
4. Groups report out plans, answer questions from instructor and classmates.

Extension:

Students could be assigned to find and write about a real radio station that comes closest to their design. Also, students could listen to and critique differently formatted stations.

Assessment:
There should be informal instructor assessment of group participation and work. There should be formal instructor assessment of group presentations/plans. In addition there are student self-assessment sheets (see lesson addendum).
Group Members: ________________________________________________________________

My Radio Station

**Your assignment:** You are the executive staff of a startup radio station. You need to plan your station from the ground up. You should consider such things as whether the station will be AM or FM, what type of programming it will carry, what it will do to meet the FCC requirements for public service broadcasting, what will be its target audience demographic, etc. etc. etc. Use this sheet for notes. Categories listed below are suggestions only. If you feel the need to add one, please do so.

Feel free to use your instructor as an oracle (an all-knowing source of information) should you have the need.

Be prepared to present your plan to the class which will, of course, be prepared to question it and make suggestions, as will your instructor.

1. AM or FM

2. Format (type of music? Talk? All-news?)

3. Target audience

4. Advertising plan (what types of advertisers will you target, if any?)

5. Public service.

6. Anything else you can think of.
Lesson Plan: Visual Media

Author: Carol Yeverton

Learning Objectives After successfully completing this activity, students will be able to:

- Demonstrate an understanding of the elements of visual media
- Analyze its components from historical perspective
- Comprehend its impact of as a form of mass communications
- Synthesize its multiple components
- Interpret best practices for visual literacy
- Valuate the way in which society has developed because of it
- Apply comprehension of visual communications into newly emerging multimedia practices

Core Student Success Skills Addressed:

- Organization – historical significance and chronology
- Critical Thinking – the role of visual communications as a process of mass communications
- Collaboration - class discussion
- Self-Assessment – Questions of the meaning of visual communication in one’s own life and for society
- Communication - exchange of thinking and ideas on the role of visual communication in society

Suggested Timeframe:
2 classes

Materials:
Assigned Readings, Class Videos, Lecture

Context within the Course:
Visual literacy is an important competency for communications students. This lesson can be taught at any time in the semester.

Instructions:
1. The class views still photos to sophisticated multimedia. The first example is here: http://photography.nationalgeographic.com/photography/photos/milestones-photography.html#/niepce-first-photo_1459_600x450.jpg. Also a video on the History of Early Film http://www.youtube.com/watch?v=7CDyjMouQyc
2. The NY Times Multimedia page provides strong examples of ways in which multimedia communicates information to mass audiences for students to view:
   also http://elearningexamples.com/waterlife-the-story-of-the-last-great-supply-of-fresh-drinking-water-on-earth/

3. The students should read the following selections:
   • Photography - Historic Milestones At http://www.photohowto.info/historical-facts-about-photography-lets-take-it-beginning
   • Television: History of Television http://www.thehistoryoftelevision.com/
   • The History of Cable & Satellite TV http://www.bookrags.com/tandf/cable-and-satellite-tf/
   • Film: The Mass Reach of Film

Assessment:
Informal assessment through class discussion.

Next Steps/ Optional Activities:
The instructor can assign selected readings from Seizing the Light: A Social History of Photography by Robert Hirsh. McGraw-Hill 2008
Lecture Notes for Visual Media lesson

We are sending and receive multiple messages through what we see. We need to develop ways to fully, effectively process, respond to and create visual media. This visual literacy occurs as we accurately understand what we see in terms of the sender’s intent and the reaction of others to it; and in the ways we communicate visually to express our own meaning. This part of our course will show us how to do this by understanding the history of visual media as well as best current practices.

Photography

Still images have enabled us to tell the world’s stories. This slideshow demonstrates historic milestones in the practice of picture taking:
http://photography.nationalgeographic.com/photography/photos/milestones-photography.html#/niepce-first-photo_1459_600x450.jpg

Photography establishes graphic depictions of the modern life in which images are recorded. We learn about our own history through these images. Photography is also an important means to share messages and even advertise products.

The recent, widespread use of digital photography has enabled people to take large numbers of photographs easily and inexpensively, posting them to social sites such as Flick’r and distributing them to large numbers of other people through email and social networks. Still pictures are an important means of mass communication.

Film

Combining the power of sound with moving pictures, film gained quick popularity for its capacity to reach wide audiences with specific storylines or messages. Films are generally narratives. They are often fictionalized stories, sometimes based on novels, or are adaptations of real situations. The exception is a documentary, which is a long form analysis of a particular issue or situation.

Film is a means of mass communication. It is not interactive. Rather a filmmaker uses the movie making process to tell a story to a large audience from a personal perspective. As demonstrated through the assigned reading the scope of reach of film extends from movie theaters to a number of mass distribution channels.
Television

Television is the most all-encompassing form of mass communication. It captures sound, still images and video. Its content is both informational – news, documentaries, and talk shows - and entertainment – scripted programs, music and “reality –based” programming. While television content for many years was controlled by broadcasters; social media has enabled consumers to create their own content, posting videos on YouTube and Vimeo.

Television regulation differs by country. In this nation, the airwaves are regulated by the Federal Communications Commission. The airwaves are public. However private companies manage them and broadcast over national networks and local network affiliates. Cable and Satellite carry larger bands of these networks as well as some original networks of their own.

With the growth of the internet, some people are choosing to watch TV and film on the web, using entities like Netflix for movies and Hulu for video. Audiences are now more empowered than ever to make their own viewing choices.

Multimedia

Multimedia is the integrated use of graphics, written content, still and video images via computer. By scrolling a computer mouse over contents different visual and audio aspects emerge, as can be understood through this example:

Computers and internet access are part of the mass communications process. Services like Skype allow video group conferencing. Multimedia applications and smartphone apps now make it possible for mass communication to occur on cell phones.

Critical Thinking Skills for Visual Literacy

From still photos and multimedia presentations, each person can assess information received by ascertaining its accuracy and intent. Is this a point of view or a transfer of information? What did the sender intend to convey? What is one’s analysis of what is being conveyed? For those creating content, think about what you want to accomplish through this communication. What audiences it will reach and what the receiver will perceive and/or then do with this information?
Lesson Plan: Interactive Television Activity- Television’s Future is in Your Hands

Author: Jeff Northrup

Suggested Time Frame: 75-100 minutes

Learning Objectives After successfully completing this activity, students will be able to:

- Assess the present and future of interactive television
- Engage in metacognitive behavior
- Improve communication and collaboration skills

Core Student Success Skills Addressed:
Critical Thinking, Communication, Collaboration, Organization.

Materials Needed:

- Appropriate text and readings for the material to be discussed.
- Group activity handouts (see Lesson 2 Addendum)

Context within the Course:
This should be used as a culminating activity for a unit on cable/satellite and other interactive visual media.

Instructions:
1. Administer attached quick-write to stimulate thinking on the topic.
2. Divide students into groups.
3. Groups discuss and develop ideas for future developments in the field, using attached group sheet as a guide.
4. Groups report out their ideas; class discusses.

Extension:
Students could be asked to write papers and/or blog entries discussing the future of television.

Assessment:
Conduct an informal assessment of group work during its progress. Also we use assessment of papers/blog entries.
Quick Write: Your Ideal TV

You are the head of the world’s biggest cable television company (or satellite if you prefer), and you are designing your new interactive television service. What are the features that you, personally, would want designed into the system? You have five minutes. After you have finished this activity, you will be divided into groups, which will use the back of this sheet to formulate a system containing at least five features you won’t find on your current cable system.
The Fabulous Five
Moving TV into a New Era

1.

2.

3.

4.

5.
Lesson Plan: Blog Development Assignment - Blog Yourself to Fame

Author: Jeff Northrup

Suggested Time Frame: Semester-long

Learning Objectives After successfully completing this activity, students will be able to:

- Exercise organizational skills
- Apply critical thinking to course materials
- Improve communication skills
- Assess their progress in the course

Core Student Success Skills Addressed:
Critical thinking, Communication, Organization, and Self-Assessment

Materials Needed:

- Computers
- Blackboard tools
- Group activity handout (see lesson addendum)

Context within the Course:
From beginning to end

Instructions:

1. Assign blog
2. Produce two entries a week (students)
3. Read entries, comment as appropriate (instructor)
4. Instructor should also produce entries from time to time.

Extension:
Some students will choose to continue blogging, probably transferring their blogs to commercially available sites.

Assessment:
The instructor should do a quantitative assessment of number of entries, length.
A qualitative assessment of grammar, syntax, content, depth, thoughtfulness, etc, can also be conducted.
Blog Assignment
Mass Communications and Society COM 101

The Assignment: Between now and our next class you will set up a blog (Web Log) on the Blackboard site for this course.

The following requirements apply:

• Prior to our next class you must write the first entry for your blog. The blog must be in English.

• For the rest of the semester (up to the last day of class) you will make at least two entries a week. Those entries should be at least two or three solid paragraphs. Entries should use good English grammar, complete sentences, and all the other rules of good writing you have learned in your time here and in high school.

• If readers of your blog comment on it, you must respond as appropriate.

Grading: Your blog will be graded on the following criteria:

• Proper grammar, syntax, and usage of the English language
• Thoroughness of the entries
• Adherence to the other requirements above
• Range and variety of the entries

Instructor Involvement: At least once a week, I will check your blog and, usually, make a comment. That comment will not concern your grade or anything else that the general public should not know.

Author: Jeff Northrup

Suggested Time Frame: Two class periods

Learning Objectives After successfully completing this activity, students will be able to:

- Study and participate in a cutting edge form of mass communication.
- Relate Second Life to other, more traditional forms of communication.
- Assess the potential impact of a new form on education, business, and other venues
- Improve communication skills in a non-traditional way

Core Student Success Skills Addressed:
Critical thinking, Communication, Collaboration, Self-assessment

Materials Needed:

- Computers with relatively fast graphics cards (one per student)
- Memberships in Second Life
- Access to the college’s island and online facilities
- Group activity handout (attached)
- PowerPoint presentation (slides attached)
- Readings, videos on virtual environments (one possible reading attached)

Context within the Course:
This lesson is best done during a unit on new/newer forms of mass communication.

Instructions:

2. Lecture/discussion
3. Play excerpt from Frontline documentary on how business is adapting virtual environments.
4. Students are assigned to create memberships (free) in Second Life, build an avatar and learn how to function in the medium.
5. Class goes to computer room where, following a brief orientation, they are allowed to wander the island in pairs and engage in whatever activities they choose.
6. Assign paper (see lesson plan addendum).
Extension:
Students are encouraged to continue using Second Life
Instructor could schedule “office hours” in Second Life and “meet” with students at assigned times.

Assessment:
- Grading of papers students produce
- Informal observation during computer room visit
Second Life Assignment
Mass Communications and Society

The Assignment: As a result of your class in Second Life and your readings you should have some pretty clear ideas of the future possibilities of the virtual world as a medium for mass communication. As a result, your assignment is to produce a paper that will:

- Be at least two pages, typed, double-spaced, in 12 point Times or Times New Roman
- Describe your experience in the Middlesex Community College virtual space
- Relate that experience to the future of mass communications as it relates to education, business, and any other field you can envision. A possibility would be eCommerce
- Discuss online course offerings and how those could be affected by the use of virtual worlds

The Requirements: Your paper is due on (INSERT DATE) by the start of class. It is to be submitted on our class Blackboard site. An assignment has been created in the Assignments folder within the Content folder. Late papers will not be accepted.

Grading: The following criteria will be considered in grading the papers:

- Use of proper English grammar, syntax, and sentence structure
- Thoroughness of the discussion of Second Life and its potential uses
- Adherence (or non-adherence) to the specifics of the assignment, above
- Originality of thinking
- Presence (or absence) at the class in which we spent time in Second Life
Lesson Plan: Student-Written Assessment “Write Your Own Test”

Author: Jeff Northrup

Suggested Time Frame: One class (plus one class in which to administer the assessment)

Learning Objectives After successfully completing this activity, students will be able to:

- Assess course material’s importance and relevance
- Self-assess their progress in learning course material
- Engage in metacognitive behavior
- Improve communication and collaboration skills

Core Student Success Skills Addressed:
Critical thinking, Communication, Collaboration, Organization, and Self-Assessment

Materials Needed:

- Appropriate text and readings for the material to be tested
- Group activity handout (see lesson addendum)

Context within the Course:
This lesson can be used in advance of any scheduled pencil/paper assessment; preferably after at least one instructor-created assessment has been administered.

Instructions:
1. Divide students into groups.
2. Mini-lecture on appropriate question development
3. Groups produce required questions
4. Groups report out their questions.
5. Instructor responds to student questions about the material to be assessed.

Extension:
Instructor culls group questions to produce test. Test is administered and evaluated. After test is administered, instructor corrects tests, reviews student performance in class.

Assessment:
Conduct an informal assessment of group work during its progress. A formal evaluation of student performance on will be on a test.
Handout: Student Written Assessment

Group members: 

_________________________________________

Write Your Own Test

Either your instructor is incredibly lazy (possible) or incredibly brilliant in his execution of pedagogy (also possible). In any case, your job today is to write your own test, which will be given (__________). The test will cover (______________________) in your text. Each group will write 10 short answer questions and three essay questions. You have no more than 45 minutes to complete this exercise. The remainder of class time will be occupied with discussing the questions and answering any questions you may have.

Here are the rules for the short answer questions:

• They must require at least a complete sentence for the answer, but in no case may the answer be simply a statement of fact. For example, the question “In what year was your instructor born?” would not work since it can be answered with a simple fact: 1803.

• They should require the student to come to a conclusion, state and support an opinion, or synthesize two or more pieces of material to come up with an answer.

The rule for essay questions is simple:

• They must require at least three solid paragraphs to be properly answered, including an introduction that states a clear thesis, a body paragraph (or more) that thoroughly discusses and develops the thesis, and a conclusion that summarizes the arguments and restates (but not word-for-word) the thesis.

Write your questions on this sheet (including the back).
## Appendix I: Sample Syllabi

### Sample Syllabus I:

**COM 101-01: Mass Communications & Society**  
Matorin  
Bedford  
Spring 2011

| Professor | Bob Matorin  
Telephone: MCC: (781) 280-3927 Home: (617) 232-1782  
Office: Bedford: SA-109 (Blg. 7-So. Academic) Lowell: Room LC-519  
Office Hrs: Bedford Tues, Wed, Thurs 3:15-4:15 SA-109  
Lowell Mon 3:15-4:15 LC-301 or LC-519 & on request.  
email: matorinr@middlesex.mass.edu or matorin@juno.com |
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<tbody>
<tr>
<td>Class Meetings</td>
<td>Bedford: Tues &amp; Thurs 10:30-11:45 BH-109</td>
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</table>
| Catalog Description | Provides a framework for understanding the impact of mass media on Society & the individual. The histories, theories, functions & regulations of the mass media are surveyed in addition to its major forms: books, newspapers, magazines & periodicals, radio, television, recordings & motion pictures.  
**Prereq:** ENG 101 (Eng. Comp. I) |
| Objectives | By the conclusion of this course, students will:  
Trace the history of human communications from pre-speech through the digital eras & the development of media from writing & printing to electronic & digital forms.  
Discuss how communications shape culture & the basic concepts of media theory, communications research & media effects.  
• Develop their media literacy skills & increase their understanding of the changing media environment & their place in it as media consumers & producers. |
| Methods | The course uses a combination of:  
• Lecture & discussion, supplemented with textbook readings, handouts & Internet accessible materials  
• Experiential student learning through exercises & role playing  
• Independent research through assignments and according to student interest |
| Text | Baran, Stanley. *Intro to Mass Communication: Media Literacy & Culture.*  
| Evaluation | **Quizzes** 10%  
Four short quizzes are given (see Course Schedule). The lowest score is dropped, then three are averaged.  
**Tests** 40%  
Three tests, based on the quizzes, are given |
& then averaged.

Papers  20%
Average of all written assignments (worksheets, news assign., etc).

Class participation  30%
Participation & involvement in class, including the student’s record of attendance.

Total 100%

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<th>KEYS TO SUCCEED</th>
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<tr>
<td><strong>Attend Every Class:</strong></td>
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<tr>
<td>● Attend Every Class. As Woody Allen said, “90% of life is just showing up.” Class participation (including attendance) counts for 30% of your final grade. Your final grade will be reduced by 3 points you miss if a 3rd class or by 7 points for a 4th. Students who miss more than four classes for any reason cannot expect to pass this course. There are no excused absences. Attend every class on time, and you’ll earn an extra 3 points.</td>
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<tr>
<td>● If you know you must miss a class, I appreciate it when you leave a voice-mail or email message for me. If you do miss a class, ask another student to lend you his/her notes to copy. Then contact me if there is anything you’d like to review.</td>
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<tr>
<td>● Take Notes. You can’t remember everything that’s important to remember in class without taking notes to review before quizzes and tests.</td>
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<td>● Read the textbook. It should go without saying (but I’ll say it anyway) that all the textbook reading assignments are required, not optional. I’ll go over some of the material in class, usually before you’re assigned the reading for that day, but I never expect to cover all the information in the text during class.</td>
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<tr>
<td>● Get Help! Do you read the textbook, but can’t remember anything afterwards? Do you have trouble deciding what is and isn’t important to include in your notes? Are you so busy writing notes that you miss half the discussion of the next topic?</td>
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<tr>
<td>The college can help you with all these study skills-related issues through the Academic Support Center on either Campus [in Bedford, Blg 1 (Library) AR-207 and in Lowell, LC-406]. The student and professional staff members are good at what they do. It’s free and they really want to show you how to do better.</td>
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<tr>
<td>For any content (media-related) questions: Ask me in class. You’re probably not the only one who didn’t get it, and the answer may also help other students understand. Or, let’s talk afterwards – in person, by appointment, telephone or e-mail. My office hours and the ways to contact me are on the other side of this sheet. You are not bothering me if you call me at school or at home. Nights and weekends are often the best times to contact me.</td>
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## Sample Syllabus II:
## COM 101-01 Mass Communications & Society

**W-F / 12:00-1:15 p.m. North Academic 103**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Jeffrey Northrup</th>
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</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:northrupj@middlesex.mass.edu">northrupj@middlesex.mass.edu</a></td>
</tr>
<tr>
<td>Bedford:</td>
<td>Wednesday and Friday 12:00-1:15 p.m. North Academic 103</td>
</tr>
</tbody>
</table>

Provides a framework for understanding the impact of mass media on society and the individual. The histories, theories, functions and regulations of the mass media are surveyed in addition to the major forms: books, newspapers, magazines & periodicals, radio, television, recordings & motion pictures.

**Prerequisite: ENG 101 (Eng. Comp. I)**

By the conclusion of this course, students will:
- trace the history of human communications from pre-speech through the digital eras & the development of media from writing & printing to electronic & digital forms.
- discuss how communications shape culture & the basic concepts of media theory, communications research & media effects.
- develop their media literacy skills & increase their understanding of the changing media environment & their place in it as media consumers & producers.

**As this course was redesigned under the Title III grant, Strategies for Success, students will demonstrate improvement in their:**

- **critical thinking**
- **collaboration:** community in class, student development, service learning, civic engagement
- **communication:** oral, written, quantitative, technological, information literacy
- **organization:** time management, note taking, test, taking, study skills
- **self assessment:** academic goal setting, career goal setting, self advocacy

The course uses a combination of:
- lecture & discussion, supplemented with textbook readings, handouts & Internet accessible materials.
- experiential student learning through exercises, role playing and
• presentations..

• independent research through assignments and according to student interests.

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### Evaluation

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<td><strong>Quizzes</strong></td>
<td>15%</td>
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<td>Four short quizzes are scheduled (see Course Schedule). Remember, there may also be unannounced quizzes. The lowest score is dropped, then the rest are averaged.</td>
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<tr>
<td><strong>Tests</strong></td>
<td>40%</td>
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<tr>
<td>Three tests, based on the quizzes, readings, and classwork are given and averaged. They include the final examination.</td>
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<tr>
<td><strong>Papers and Presentations</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Average of all written and oral assignments.</td>
<td></td>
</tr>
<tr>
<td><strong>Class participation</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Participation &amp; involvement in class, including the student’s attendance.</td>
<td></td>
</tr>
</tbody>
</table>

**Total 100%**

**Attend Every Class.** The advertising tagline for the 1970s movie “Being There” read “Getting there is half the fun; being there is all of it.” Class participation (including attendance) counts for 20% of your final grade. Your final grade will be reduced by 3 points you miss a 3rd class or by 7 points for a 4th. Students who miss more than four classes, for any reason cannot expect to pass this course. There are no excused absences. Attend every class on time and you’ll earn an extra 3 points.

If you know you must miss a class, I appreciate it when you send an e-mail message to me. If you do miss a class, ask another student to lend you his or her notes to copy. Then contact me if there is anything you’d like to review.

**Put Your Phone Away.** Students using or displaying portable electronic devices during class will be warned once. Thereafter, they will be asked to leave class for the day and marked absent.

**Behave Responsibly.** Treat your fellow students and your instructor with courtesy and respect.
| Take Notes: | **Take Notes.** You can’t remember everything that’s important to remember in class without taking notes to review before quizzes and tests. A study a few years ago found that students who took notes remembered twice as much of the material EVEN IF THEY NEVER LOOKED AT THE NOTES AGAIN. Imagine what you could do if you reviewed your notes! |
| Read the Textbook: | **Read the textbook.** It should go without saying (but I’ll say it anyway) that all the textbook reading assignments are required, not optional. I'll go over some of the material in class, but I never expect to cover all the information in the text during class. |
| Get Help!: | **Get Help!** Do you read the textbook, but can’t remember anything afterward? Do you have trouble deciding what is and isn’t important to include in your notes? Are you so busy writing notes that you miss half the discussion of the next topic? The college can help you with all these study skills-related issues through the Academic Support Center on either Campus [in Bedford, Bldg 1 (Library) AR-207 and in Lowell, LC-406]. The student and professional staff members are good at what they do, it’s free, and they really want to show you how to do better. |
| Questions: | For any content (media-related) questions:  
| § Ask me in class. You’re probably not the only one who didn’t get it and the answer may also help other students understand.  
<p>| § Or, let’s talk – in person, by appointment, or e-mail. The ways to contact me are on the other side of this sheet. I will usually be available both before and after class and I check my email frequently and will respond quickly. |</p>
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CLASS</th>
<th>READING ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed September 7</td>
<td>Introductions, Review Syllabus, Blog Assignment, Course overview.</td>
<td>READING ASSIGNMENTS ARE DUE ON THE DATE INDICATED HERE AND ARE SUBJECT TO UNANNOUNCED QUIZZES.</td>
</tr>
<tr>
<td></td>
<td>Fri September 9</td>
<td>Mass Communication and its Digital Transformation</td>
<td>Pavlik, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Wed September 14</td>
<td>Media Literacy and Ethics</td>
<td>Pavlik, Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Fri September 16</td>
<td>Quiz 1 Chapters 1-2</td>
<td>Prepare for quiz</td>
</tr>
<tr>
<td>3</td>
<td>Wed September 21</td>
<td>Digital Media: Online and Ubiquitous</td>
<td>Pavlik, Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Fri September 23</td>
<td>Print Media–Books</td>
<td>Pavlik, pp. 102-110</td>
</tr>
<tr>
<td>4</td>
<td>Wed September 28</td>
<td>Print Media–Newspapers 1</td>
<td>Pavlik, pp. 111-122</td>
</tr>
<tr>
<td></td>
<td>Fri September 30</td>
<td>Newspaper Comparison (in-class exercise)</td>
<td>Bring one daily newspaper (your choice) to class.</td>
</tr>
<tr>
<td>Class Day</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>Fri</td>
<td>October 7</td>
<td>Test 1 (Weeks 1-5)</td>
<td>Study for test</td>
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<tr>
<td>Wed</td>
<td>October 12</td>
<td>Audio Media: Music Recordings</td>
<td>Pavlik: pp. 136-146</td>
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<tr>
<td>Wed</td>
<td>October 19</td>
<td>Audio Media-Radio 2</td>
<td></td>
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<tr>
<td>Fri</td>
<td>October 21</td>
<td>Audio Media-Convergence Quiz 2: Audio Media</td>
<td>Prepare for quiz</td>
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<tr>
<td>Wed</td>
<td>October 26</td>
<td>Visual Media-Photography, Movies</td>
<td>Pavlik: pp. 162-177</td>
</tr>
<tr>
<td>Fri</td>
<td>October 28</td>
<td>Visual Media-Movies 2</td>
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<tr>
<td></td>
<td>Wednesday 2</td>
<td>Visual Media-Television</td>
<td>Pavlik: pp. 178-187</td>
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<tr>
<td></td>
<td>November 2</td>
<td></td>
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<tr>
<td></td>
<td>Friday</td>
<td>Visual Media-Television 2 and Convergence</td>
<td></td>
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<td></td>
<td>November 4</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wednesday 9</td>
<td>Test 2: Audio and Visual Media</td>
<td>Prepare for test</td>
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<tr>
<td></td>
<td>November 9</td>
<td></td>
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<td></td>
<td>Fri</td>
<td>No Class: Veterans’ Day</td>
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<td></td>
<td>November 11</td>
<td></td>
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<tr>
<td>WEEK</td>
<td>DATE</td>
<td>CLASS</td>
<td>ASSIGNMENT</td>
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<tr>
<td>11</td>
<td>Wed Nov 16</td>
<td>How Digital Media are Changing our World</td>
<td>Pavlik: pp. 190-219</td>
</tr>
<tr>
<td></td>
<td>Fri Nov 18</td>
<td>Virtual Media</td>
<td>Handout posted on Blackboard</td>
</tr>
<tr>
<td>12</td>
<td>Wed Nov 23</td>
<td>Second Life Activity</td>
<td></td>
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<td></td>
<td>Alcott Room</td>
<td></td>
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<tr>
<td></td>
<td>Fri Nov 26</td>
<td>No Class: Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Wed Nov 30</td>
<td>Journalism</td>
<td>Pavlik: pp. 280-317</td>
</tr>
<tr>
<td></td>
<td>Fri Dec 2</td>
<td>Journalism 2</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wed Dec 7</td>
<td>Quiz 3: Journalism</td>
<td>Prepare for Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entertainment 1</td>
<td>Pavlik: pp. 318-338</td>
</tr>
<tr>
<td></td>
<td>Friday Dec 9</td>
<td>Entertainment 2</td>
<td>Pavlik: pp. 339-351</td>
</tr>
<tr>
<td>15</td>
<td>Wed Dec 14</td>
<td>Media and Society Quiz 4: Media and Society, Entertainment</td>
<td>Pavlik: pp. 392-421</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare for Quiz</td>
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<td></td>
<td>Fri Dec 16</td>
<td>Last Class – Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary and Conclusions</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td></td>
<td>Final Exam Tuesday December 21 1-3 p.m. in our regular room.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II: General Mass Communication Handouts

**Handout: Milestones of Human Communication**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1. Pre-Verbal era</strong></td>
<td><strong>5. Electric Telegraph</strong> 1844 by Samuel F. B. Morse</td>
<td><strong>2. Development of Speech &amp; Language</strong> Between 90,000 &amp; 35,000 BC.</td>
</tr>
</tbody>
</table>
Handout: For More Communications Information

Here's a list of just a few communication-related websites related to the ideas discussed in this unit. None are specifically assigned for class. Just use them to find out more about your own media interests. I think you'll find the Nonverbal Dictionary especially interesting (see below).

General
The Media of Mass Communication
See resources from another Mass Comm. textbook (by Vivian)
- http://wps.ablongman.com/ab_vivian_mediaofmas_6/
- Media Education Foundation resources http://www.mediaed.org/resources

Media & Cultural Studies

Intercultural Communications
- Culture & Communication Reading Room (Australian)

Non-Verbal Communications
- Center for Nonverbal Studies http://members.aol.com/nonverbal2/
- Nonverbal Dictionary of Gestures, Signs & Body Language Cues Click on Entries http://members.aol.com/nonverbal2/diction1.htm#The%20NONVERBAL%20DICTIONARY
- SYMBOLS.com world’s largest online encyclopedia of graphic symbols http://symbols.com/
Handout: Media Use List

This assignment is designed to give you an idea of the number of how many communications media you use and to help you decide what is and what is not a communications medium.

Here are examples of just a few of the communications media:

<table>
<thead>
<tr>
<th>Newspapers</th>
<th>Television</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td>VCR</td>
<td>Computers</td>
</tr>
<tr>
<td>Books</td>
<td>Film</td>
<td>Internet</td>
</tr>
<tr>
<td>Radio</td>
<td>Face-to-face conversations</td>
<td>Video games</td>
</tr>
<tr>
<td>Recorded music</td>
<td>Telephones</td>
<td>Live music performance</td>
</tr>
</tbody>
</table>

1. From the time this class ends today until you go to sleep, use this chart to keep track of every medium of communications you use. List each medium in the second column and the length of time you spend with it in the hour in the third. If you use two media at the same time (e.g., reading a newspaper while watching TV) track both of them and enter how long you spend with each. Use the fourth column to fill in where you are while using it and the final one to identify the media content.

2. Before you start, estimate how many of the hours left in your day do you think you’ll spend using some kind of communications media?

Write your estimate here: ________

<table>
<thead>
<tr>
<th>Hour</th>
<th>Medium</th>
<th>Minutes spent</th>
<th>Location/situation</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 10-11 a.m.</td>
<td>TV</td>
<td>45</td>
<td>My livingroom with girlfriend</td>
<td>“How to Drive Your Cat Nuts” Ch. 56 – instructional</td>
</tr>
<tr>
<td>12-1 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1-2 pm</td>
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<tr>
<td>3-4 pm</td>
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<td>4-5 pm</td>
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<td>5-6 pm</td>
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<td>6-7 pm</td>
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<td>7-8 pm</td>
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<td>8-9 pm</td>
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<td>9-10 pm</td>
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<tr>
<td>10-11 pm</td>
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<tr>
<td>11-Midnight</td>
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<tr>
<td>12-1 am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2 am</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Now answer the questions on the next page (over)

3. Add up the total time you spent using all media \((total\ of\ column\ 3)\)  
   ________________

4. Add up the number of \textbf{waking hours} you spent using \textbf{some form} of media  
   \((total\ number\ of\ column\ 1\ blocks\ you\ used)\)  
   ________________

4a. Compare this with your estimate in Question 2: ________________

5. Which \textbf{single} medium did you use the \textbf{most}? ________________

4. Which medium did you use the \textbf{least}? ________________

5. Was there any medium you did \textbf{not} use that you wished you had?  
   \begin{itemize} 
   \item [ ] Yes 
   \item [ ] No 
   \end{itemize}  
   Which? ________________

6. Would you have liked to have spent \textbf{less} time with any of the media?  
   \begin{itemize} 
   \item [ ] Yes 
   \item [ ] No 
   \end{itemize}  
   Which? ________________

7. Now that you’ve made the list, \textbf{how} would you \textbf{define} a communications \textbf{medium}?  
   [Base your definition on how you decided if your new activity meant you had switched to a different medium]

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________