



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) JOURN 1	(2) INTRODUCTION TO MASS COMMUNICATIONS	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	54.00	Degree applicable:		X
	Total Lab hours:	0	Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			General education category:		
			Major:		
(5) Grading Basis:	Grading Scale Only		(10) CSU Baccalaureate:		
	Pass/No Pass option	X	X		
	Pass/No Pass only		(11) Repeatable: (A course may be repeated three times)		
(6) Advisories:			0		
Eligibility for English 126					
Eligibility for English 125					
(7) Pre-requisites (requires C grade or better):					
Corequisites:					
ENGL 125					
ENGL 126					

(12) Catalog Description:
 A critical and historical study of American mass media. Course surveys, books, newspapers, magazines, television, radio, film, press services, the internet, and the systems of advertising and public relations after reviewing communication theory and journalistic ethics.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Evaluate all forms of media (historical and current) according to news values and societal impact.
- II. Appraise emerging professional opportunities in Mass Communications.
- III. Assess key elements in historical and emerging media ethics.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. recognize slants, biases, and propaganda devices in mass communication presentations.
- II. Discuss current news events and coverage by all mass media outlets.
- III. Identify cultural biases and sensitivities.
- IV. Map links between media messages, individual action, and social change.

IV. COURSE OUTLINE:

Lecture Content:

- A. Culture and Communication Basic Concepts
 - 1. The communication process
 - 2. Processing by the media
 - 3. Processing by the consumer
- B. Culture and Mass Communication
 - 1. The beginnings
 - 2. The Protestant Reformation
 - 3. Development of the novel

4. Industrialization
5. Criticism of Mass Society
6. Commercialization of Culture
7. Cults
- C. Globalization of Information on the World Wide Web
 1. New Technology
 2. Impact of the Web
 3. Global Problems
 - a. Speed vs. accuracy
 - b. Freedom of the press
 - c. Hate groups
 - d. Psychological impact
 4. New Directions and Trends
 - a. Access
 - b. Privacy and Copyright
 - c. Business trends
- D. Legal Controls on the Media
 1. Regulation
 2. Laws against Obscenity
 3. Laws to protect the Public
- E. News Media Keeping the Culture Informed
 1. Theories
 - a. Authoritarian
 - b. Libertarian
 - c. Soviet Communist
 - d. Social responsibility
 2. Functions and Problems of Journalism
 3. Styles of Journalism
 4. Wire services
 5. Radio News
 6. Development of Television
- F. Newspapers: Past, Present and Future
- G. Magazines the Specialized Medium
- H. Radio & Television
- I. Advertising
 1. Development
 2. Effectiveness
 3. Propaganda Devices
 4. Controversies
- J. Public Relations
 1. Definition and History
 2. Issues and crisis management
 3. Controversies
- K. Media Ethics
 1. Accuracy and fairness
 2. Ethics and economics
 3. Ethics and entertainment

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Dominick, J. *The Dynamic of Mass Communication in the Digital Age*, McGraw Hill, 2008,

II. Other Readings

1. Required - *Various newspaper articles from the New York Times, USA Today, Fresno Bee, LA Times, Washington Post, Wall Street Journal, Magazine articles from Time, Newsweek, Newsday, US News and World Report, Broadcast Media including NBC, CBS, ABC, CNN, Fox ...*

- Global or international materials or concepts are appropriately included in this course
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a) essay exam(s)	X	d) written homework
	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

1. In a short essay students will examine the concept of Freedom of the Press. Is censorship ever appropriate?
2. Students will read about an event from at least two different sources and examine the reports for tone and bias.
3. Students find three examples of propaganda in the media and explain in writing the purpose of each piece.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
	b) true/false		e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	_____
Reference materials	<u> X </u>	_____
Instructor-prepared materials	<u> X </u>	_____
Audio-visual materials	<u> X </u>	_____

Indicate Method of evaluation:	
Used readability formulae (grade level 10 or higher)	_____
Text is used in a college-level course	<u> X </u>
Used grading provided by publisher	_____
Other: (please explain; relate to Skills Levels)	_____

Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	<u> X </u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u> X </u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u> X </u>	_____
Requires independent thought and study	<u> X </u>	_____

Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.

 X _____

List of Reading/Educational Materials

Recommended - Dominick, J. *The Dynamic of Mass Communication in the Digital Age*, McGraw Hill, 2008,

Comments:

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities:

Attached Files:

<p><u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p>_____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p>_____ Applying word analysis skills to reading in context.</p> <p>_____ Using adequate basic functional vocabulary skills.</p> <p>_____ Using textbook study skills and outlining skills.</p> <p>_____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> 1. Students will be required to read articles from authentic text and evaluate statements for fact and opinion. 2. Students will be required to decode words and understand denotative and connotative meanings. 3. Students will be required to master vocabulary in various authentic texts
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p>_____ Writing complete English sentences and avoiding errors most of the time.</p> <p>_____ Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p>_____ Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p>_____ Expanding and developing basic sentence structure with appropriate modification.</p> <p>_____ Combining sentences using coordination, subordination, and phrases.</p> <p>_____ Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Students will be required to write reports. 2. Students will be required to use coordination and subordination in answering short answer quizzes. 3. Students will be asked to write short analytical pieces using writing process.
<p><u>Check the appropriate spaces.</u></p> <p>_____ Eligibility for Math 101 is advisory for the target course.</p> <p><u> X </u> Eligibility for English 126 is advisory for the target course.</p> <p><u> X </u> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>	

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course: