

# Welcome to COM 150

## Introduction to Media Communication

If you're able to access this website, it means that you are officially enrolled in this course. Be sure to read all of the course information contained in this site, as it is critical to your success in this course.

I look forward to our Monday & Wednesday 1:30-2:45 class sessions in Ryan Learning Center -- RLC 101 this semester! Be sure to click on the "Modules" and "Assignments" links on the left--and read about all that we're going to do and learn together!

See you in class,  
Dr. Hueth

Here's the [Master Media Prayer Calendar](#). we'll be using throughout the semester.

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**Office Location** Cabrillo 203

**Office Hours** M-Th, 10-11 a.m.

Okay to drop in--but I have a course overload plus multiple projects this semester, so there's no guarantee when I'll be in my office. But, you can call or email me for an appointment

**Personal Link** <http://www.pointloma.edu/experience/academics/schools-departments/department-communication-theatre/faculty/alan-c-hueth>

### Introduction

The purpose of this course is primarily to give you a foundation for understanding the history, influences, and systems of the different mass media. We will focus on the development and influences of mass media, along with the rights and responsibilities of producers and consumers of mass communication in contemporary society.

This course is also created for the purpose of providing an introductory-level of knowledge, skill, and performance in some of the program learning outcomes that have been established for the students in the mass communication, broadcast journalism, and journalism majors. For the mass com students, this includes acquiring knowledge and ability to conduct theoretical/historical and ethical critiques of the media, and to enhance basic scriptwriting and production skills.

For the broadcast journalism students, this course will enhance their writing skills, and provide them with an understanding of ethical theories and professional codes applied to journalistic dilemmas.

For the journalism students, this course will compliment and supplement their research abilities, their reporting/writing practices, and their interpretive, analytic, and critical thinking skills. It will also enhance their ability to communicate in ways and techniques that are appropriate to the purpose, medium, and audience of particular messages.

### Required Text

Biagi, S.. *Media/Impact: An introduction to Mass Media* (11<sup>th</sup> Ed.). Belmont, CA: Thomson-Wadsworth

YOU MUST PURCHASE THIS ONLINE...buy it used and save big \$\$! The university bookstore will not be selling this book.

This course will also include some supplemental online readings dealing with current issues and topics in the mass media that are relevant to your Media Expert Presentation assignment--titles and links to be added later.

## **Learning Outcomes**

At the end of this semester, students shall be able to:

- Identify and articulate the historical development, content and audiences of U.S. media
- Display an understanding of basic mass communication theories applied to real world media messages
- Analyze and critique media messages
- Identify major ethical theories and professional codes, apply them critically to ethical dilemmas, and defend the application of the theory and code to a given situation as a Christian communicator.
- Identify and connect media-related skill-sets and aptitudes to specific jobs/careers in the different media, and begin to develop the appropriate skill-sets and aptitudes for one (or more) jobs/careers in the media.

## **Course Activities:**

We'll achieve the course learning outcomes through the following course activities:

- Mini-Lectures: most of the content will be based on the textbook—with supplemental material to provide some focus and provide a bit more breadth and depth of coverage of the course material. It is expected that the lectures will be peppered with some class or group discussion and Q & A – as questions and interactions arise
- Video Clips (of films, documentaries, video interviews, program excerpts, etc.)—all designed to complement and supplement your understanding of the topics and issues in this course
- Guest Media Professionals (F2F and via Skype) sharing their preparation, knowledge, wisdom, and professional journey in the media...see the course schedule and descriptions of our planned guests
- Student research and sharing their knowledge of specific people/topics/ issues in the media
- Online in-class Canvas quizzes for chapters 1-15, and will include 20 questions for each chapter -- based solely on textbook content in each chapter. The quizzes will consist of objective T/F and multiple-choice questions. See detailed description in the “Quizzes and Final Exam” section.

## **Online Quizzes**

Assignment Objectives: this assignment is designed to accomplish two (2) objectives that relate to the course learning outcomes:

1. *To encourage you to read the assigned textbook chapters in preparation for active involvement in every course session; and*

2. *To reinforce your understanding of the content of each chapter.*

You will have fifteen (15) in-class, online Canvas quizzes—based on the content in chapters one (1) through 15. Each quiz will be based on the assigned chapter for each day in the course schedule. Each quiz will include twenty (20) questions, and the questions will be based on the “Key Terms” section at the end of each chapter. In chapters where there are less than twenty “Key Terms,” additional questions on chapter content will be included. You will have 15 minutes to take each quiz, and quizzes will be given during the last 15 minutes of the assigned class session -- see the Course Schedule for all of the chapter quizzes. **REMEMBER TO BRING YOUR LAPTOP OR SMART-PHONE TO CLASS TO TAKE THE QUIZ!** If you don’t take the quiz during the class-time allotted, you lose the points.

### **Online Final Exam**

This is the only exam in this course. The final exam will consist of two components: an objective component and an essay. The objective component will consist of 150 quiz questions from the previous chapter quizzes AND questions about the media theories presented and discussed in class. You should have access to answers to all of the past quizzes on the Canvas website up till the time of the exam.

The essay component will be a “media ethics and professional codes essay.” This will, essentially, be a take home essay that is based on a case study that is provided by the instructor. There will be two different essays that will be assigned (based on your major). There will be one for journalism and broadcast journalism majors, and one for the media communication majors. You will be placed in the position of a professional journalist OR filmmaker OR television producer who is facing an ethical dilemma which calls for a decision. You will be provided with a model (the Potter Box Model) that includes the criteria you’ll need to use in order to come to an ethically-principled conclusion. You will also include any relevant codes of professional ethics in your essay. We will practice using this model towards the end of the semester so that you’ll understand the criteria and how to use this model. You must post your essay onto Canvas the last Friday of classes. Make sure that you compose this essay in Word and post it on Canvas as Word doc attachment. More information about the essays will be provided later.

Ethics & Professional Codes Essay due date:  
**PLEASE POST YOUR ESSAY BY/BEFORE  
FRIDAY, APRIL 26, 2019, 10 P.M.**

Objective Exam date:  
**MONDAY, MAY 1, 2017, time TBA**

### **Points and Grading:**

<b>ASSIGNMENT:</b>	<b>POINTS:</b>
Chapter Quizzes (15 @ 20 points each)	300
Media Expert Presentation	200
Final Exam: Objective Portion	150
Final Exam: Essay--Media Ethics Case Study	50
Professional Socialization (attendance & participation)	100
<b>TOTAL:</b>	<b>800</b>

## **Grade Ranges**

738-800 A  
721-737 A-  
705-720 B+  
657-704 B  
640-656 B-  
624-639 C+  
576-623 C  
559-575 C-  
543-558 D+  
496-542 D  
479-495 D-

## **Course & Assignments Schedule**

### **WEEK 1**

#### **TUESDAY, JANUARY 8, 2019 (MONDAY CLASS SCHEDULE DAY)**

Intro to course, activities, assignments, course policies, and introductions

#### **WEDNESDAY, JANUARY 9, 2019**

Introductions (continued)

Students select their "Media Expert" chapter/subject presentation area

Theory: Diffusion Theory

Mini-Lecture/Discussion/Clips/Exercises: Ch. 1: Mass Media & Everyday Life

### **WEEK 2**

#### **MONDAY, JANUARY 14, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 1 (continued)

Theory: Magic Bullet

*CH 1 ONLINE QUIZ*

#### **WEDNESDAY, JANUARY 16, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch. 2: Books...

*CH 2 ONLINE QUIZ*

### **WEEK 3**

#### **MONDAY, JANUARY 21, 2019—NO CLASSES (MLK DAY)**

#### **WEDNESDAY, JANUARY 23, 2019**

Theory: Agenda Setting

Mini-Lecture/Discussion/Clips/Exercises: Ch. 3: Newspapers...

Chapter 3: Media Expert Presentations

*CH 3 ONLINE QUIZ*

### **WEEK 4**

## **MONDAY, JANUARY 28, 2019**

Guest speaker: \*Abby Hamblin, Writer, San Diego Union Tribune  
[Recent Stories.](#)

## **WEDNESDAY, JANUARY 30, 2019**

Theory: Framing

Mini-Lecture/Discussion/Clips/Exercises: Ch. 4 Magazines...

Chapter 4 Media Expert Presentations: Magazines...

Magazine & Framing Theory Group Exercise

*CH 4 ONLINE QUIZ*

## **WEEK 5**

## **MONDAY, FEBRUARY 4, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Recordings...

Ch. 5 Media Expert Presentations: Recordings...

*CH 5 ONLINE QUIZ*

## **WEDNESDAY, FEBRUARY 6, 2019**

Theory: Media Uses & Gratifications

Mini-Lecture/Discussion/Clips/Exercises: Media Uses and Gratifications

## **WEEK 6**

## **MONDAY, FEBRUARY 11, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch. 6 Radio...

Chapter 6 Media Expert Presentations: Radio...

*CH 6 ONLINE QUIZ*

## **WEDNESDAY, FEBRUARY 13, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch. 7 Film...

## **WEEK 7**

## **MONDAY, FEBRUARY 18, 2019**

Chapter 7 Media Expert Presentations: Film...

*CH 7 ONLINE QUIZ*

## **WEDNESDAY, FEBRUARY 20, 2019**

Guest Speakers:

1:35-2:20: \*Jason Carter (PLNU 2004 media com alumnus)

Present: Mixed Reality Storytelling Lead, MicroSoft, Seattle, WA

Past: Senior Program Manager (HoloLens). Director of Product and Technology (Webstore Experience) at Zulilly Inc.; Stereoscopic Supervisor (supervisor of 3-D animation) The Walt Disney Studios; Producer, Pirate Toast Games (computer game development); Layout Artist, DreamWorks Animation.

2:20-2:45: \*Erika Scopelli (PLNU, 2008 media com alumnus)

Present: 1st Asst. Editor, Paramount Pictures

Past: 1st Asst. Editor, Original Force; 1st Asst. Editor, ON Animation Studios; 2nd Asst.

Editor, DreamWorks (*The Boss Baby*); 1st Asst. Editor, 257 Productions; Assistant Editor, E! Entertainment TV; Asst. Editor, Skip Film, LA

## **WEEK 8**

**MONDAY, FEBRUARY 25, 2019**

Theory: Cultivation

Mini-Lecture/Discussion/Clips/Exercises: Ch 8 Television...

Chapter 8 Media Expert Presentations: Television...

**WEDNESDAY, FEBRUARY 27, 2019**

*CH 8 ONLINE QUIZ*

Guest Speakers:

1:45-2:15--\*Dean Batali, Television Producer /Head Writer/Writer: *Buffy the Vampire Slayer*, *That '70's Show*, *Sabrina: Secrets of a Teenage Witch*, *Detective McLain: Ties That Bind*, and many others

**WEEK 9—NO CLASSES (SPRING BREAK)****WEEK 10****MONDAY, MARCH 11, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 9 Digital Media

Chapter 9 Media Expert Presentations: Digital....

*CH 9 ONLINE QUIZ*

**WEDNESDAY, MARCH 13, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 10 Advertising...

Chapter 10 Media Expert Presentations: Advertising....

*CH 10 ONLINE QUIZ*

**WEEK 11****MONDAY, MARCH 18, 2019**

Guest speaker:

\*Mike Longhurst, Sr. VP, Business Development (Europe), McCann World Group, London, England – will be presenting background information about the MasterCard *Priceless* ad campaign

**WEDNESDAY, MARCH 20, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 11 Public Relations

Chapter 11 Media Expert Presentations: PR....

*CH 11 ONLINE QUIZ*

**WEEK 12****MONDAY, MARCH 25, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 12 News & Info

Chapter 12 Media Expert Presentations: News....

*CH 12 ONLINE QUIZ*

**WEDNESDAY, MARCH 27, 2019**

Guest:

\*Kalyn McMackin (PLNU broad journ alum, 2014)

Present: Sports Multimedia Journalist & Reporter, Fox 5, San Diego

Past: Sports Anchor & Multimedia Journalist/Reporter, Fox21, Colorado Springs, CO;

Production Asst, Fox5, San Diego.

Heidi Ortlip, (PLNU broad journ alum, 2008)

Present: Segment Producer, Entertainment Tonight, LA

Past: Producer, E! Networks, LA; Writer & Line Producer, KTLA-TV, Los Angeles; Senior Producer, Tribune Broadcasting, San Diego; Freelance Writer, Risen Magazine; Producer & Writer, Morning Show-CW6, San Diego.

### **WEEK 13**

#### **MONDAY, APRIL 1, 2019**

Guest Speaker

\*Nicole Darling (2003 PLNU broadcast journalism alum)

Present: Public Information Officer, City of San Diego

Past: News Producer, The CW, San Diego; San Diego Living, XETV San Diego (2004-2015)

\*Karen Hutchens, CEO & Founder, Hutchens PR, San Diego, CA <http://hutchenspr.com/about-hutchens-pr/>.

\*Tyran Hines (2012 PLNU broadcast journ alum), media business owner and independent TV producer (tentative)

#### **WEDNESDAY, APRIL 3, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 13 Society & Political Issues

Chapter 13 Media Expert Presentations: Society...

*CH 13 ONLINE QUIZ*

### **WEEK 14**

#### **MONDAY, APRIL 8, 2019**

Society & Political Issues (continued): Mini-Lecture/Discussion/Clips/Exercises (continued)

#### **WEDNESDAY, APRIL 10, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 14 Law & Regulation....

Chapter 14 Media Expert Presentations: Law...

*CH 14 ONLINE QUIZ*

### **WEEK 15**

#### **MONDAY, APRIL 15, 2019**

#### **WEDNESDAY, APRIL 17, 2019**

*STORIES FROM THE PAST CH.15 ETHICS... DUE*

Mini-Lecture/Discussion/Clips/Exercises

### **WEEK 16**

#### **MONDAY, APRIL 22, 2019--NO CLASS--HAPPY EASTER!**

Mini-Lecture/Discussion/Clips/Exercises--Ethics (continued)

Chapter 15 Media Expert Presentations: Law...

*CH 15 ONLINE QUIZ*

#### **WEDNESDAY, APRIL 24, 2019**

Mini-Lecture/Discussion/Clips/Exercises: Ch 16 Global Media...

Chapter 16 Media Expert Presentations: Global Media...



**FINAL EXAM:** Monday, May 6, 2019, time TBA

## **Attendance Policy & Professional Socialization**

The communication industries are extremely time-sensitive and deadline-driven. Professionals in these businesses succeed or fail depending on their ability to follow instructions, meet deadlines, and follow through on their commitments. Now is an excellent opportunity to continue to practice and develop good habits in these areas. With this in mind, students are expected to arrive on-time to class. Attendance will be taken in all class sessions, and will occur at 1:30 pm SHARP. If you enter the classroom after that, you will be noted as "late" and will incur point reductions in your attendance grade.

Also, entering the room after class has started is disruptive to students, our guest-speakers, and to the continuity of the session. Please **DO NOT** be late to class sessions that include **guest speakers**...this will incur heavier point deductions.

For purposes of grading in this course...all students start with 100 points. This is the maximum amount of points that one can receive for perfect attendance in this course. Absences will incur point deductions. You'll be docked ten (10) points for every absence in this course. This will, fairly often, make the difference in your final grade. Since your grade is based on the cumulative total points at the end of course sessions for the semester, even 10 points off can make the difference between a B+ and A-, C+ and B-, etc.

As noted in the university catalog, students who miss 10% of class sessions (3 sessions) will be reported to the Vice Provost of Academic Administration. Missing 20% of class sessions (6 class sessions) will result in the student being de-enrolled from this course--if the sixth absence occurs by/before the de-enrollment date. If the sixth absence occurs **AFTER** the de-enrollment date, faculty are told (by the Provost) to issue an **F** for the course. This rule will be enforced.

In the event that you miss class, **you** will be expected to get notes, handouts (and anything else that you may have missed) from someone in class. You are responsible for missed material and should try to make a friend or two in this class who you can count on.

It is the student's responsibility to maintain his or her class schedule. Should the need arise to drop this course (due to personal emergencies, poor performance or attendance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university). Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may result in a grade of F on the official transcript.

## **Academic Behavior Policies**

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to appropriate academic behavioral standards may be subject to discipline. Although faculty members communicate general student expectations in their syllabi and disruptive student conduct is already addressed in the Undergraduate Student Handbook, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting and what actions faculty and relevant administrative offices may take in response to such disruptive student behavior.



“Disruption,” as applied to the academic setting, means classroom, instructor or classmate-related student behavior that a reasonable faculty member would view as interfering with or deviating from normal classroom, class-related, or other faculty-student activity (advising, co-curricular involvement, etc.). Faculty members are encouraged to communicate positive behavior expectations at the first class session and to include them in course syllabi. Examples of disruptive classroom behavior include, but are not limited to:

- persistent speaking without being recognized or interrupting the instructor or other speakers;
- overt inattentiveness (sleeping or reading the newspaper in class);
- inordinate or inappropriate demands for instructor or classroom time or attention;
- unauthorized use of cell phone or computer;
- behavior that distracts the class from the subject matter or discussion;
- unwanted contact with a classmate in person, via social media or other means;
- inappropriate public displays of affection;
- refusal to comply with reasonable instructor direction; and/or
- invasion of personal space, physical threats, harassing behavior or personal insults.

The policy applies if the behavior is reported by a faculty member or academic administrator and occurs exclusively or primarily in a student-faculty member interaction. Incidents which involve both academic and non-academic behavior may result in responses coordinated by the Vice Provost for Academic Administration and the Dean of Students.

Civil and polite expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.

Some students possess medical or psychological conditions that may affect functioning within the standards of the university. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are required to meet the fundamental university academic and behavioral policy as described in the Student Handbook, Undergraduate Catalog and/or faculty syllabi.