
Calumet College



of Saint Joseph

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COURSE SYLLABUS

Term: Fall 2016 (2016-1)

Course: EWPC 115A Introduction to Mass Communications

Instructor Name: Mark Cassello
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Hours Available: Tuesday/Thursday 10:00-12:00, Wednesday 10:00-3:00, or by appointment.

Instructor Background: Like many of the students at CCSJ, I am a first generation college student that hails from a working class family. My mother emigrated from Norway after the Nazi invasion of Oslo during World War II. My father dropped out of high school and earned his GED in the army where he served in Korea shortly after the Korean War. Later, he worked for CTA in Chicago as a laborer and foreman with the South Shops. As for myself, while working full-time, I attended Indiana University Northwest for my undergraduate degree. Buckling under the pressure of juggling work and school, I left college for a decade to pursue a career in retail management for Wal-Mart and Office Depot. Unhappy with this career path, I took classes in the evening and eventually finished my BA in English. Soon after, I earned a Master's Degree in American Literature from Indiana University in Bloomington where I am currently completing a Ph.D.

Course Information:

Course Time: Tuesday/Thursday, 1:45PM - 3:15PM
Classroom: 182
Prerequisites: None
Required Books & Materials: Campbell, Richard; Christopher R. Martin and Bettina Fabos. *Media and Culture: Mass Communication in a Digital Age*. 9th Ed. New York: Bedford/St. Martins, 2015.

Learning Outcomes/ Competencies:

1. Know the dominant forms of mass communication today: sound recording, radio, television, film, news, magazines, books, commercial culture, and public relations.
2. Students know the history of mass communications from the late 19th century to the present.
3. Students will apply knowledge of mass communications to guest discussions and site visits.
4. Students will analyze the role of mass communication in shaping American culture.

5. Students will synthesize information from textbook, guest discussions, and site visits to speculate about trends in mass communication as a means to define potential career options.

Course Description:

This course gives students an increased understanding of the roles media play in the ongoing development of culture and society and a broad foundation in the issues, impact, and behind-the-scenes processes of communication media, such as books, magazines, newspapers, radio, television, film, public relations, advertising and the Internet. Cross-listed with ARTS 115.

Learning Strategies:

Lecture, discussion, study guide preparation, experiential learning, oral presentation, exams, reflective journals

Experiential Learning Opportunities:

- Music recording and mixing session (“Heard It Through the Grapevine” Karaoke)
- Visit to WGN, Channel 9, News Chicago*
- Tour of *In These Times* magazine office*
- Attendance at 51st Annual Chicago International Film Festival*
- Tour of Museum of Broadcast Communication, Chicago, IL
- Final media project that requires synthesis of textbook material and site visits into multimedia presentation.

**planned experiential learning activities*

Assessments:

Major Assignments:	<u>Show and Tell:</u> Each week one student will present an article or video clip related to the state of mass communication today. They will share the article/clip with their classmates then lead a brief discussion related to the issues raised by their item.	10%
	<u>Chapter Quizzes:</u> Students will be given quizzes drawn from the textbook readings. These will help prepare you for the Unit Exams.	30%
	<u>Exams:</u> Two exams will assess students’ knowledge of mass communication and the history of mass communications found in the course textbook.	20%
	<u>MBC Project:</u> Students will be assigned a topic to learn about at the Museum of Broadcast Communications in Chicago. Students will research the topic, view an exhibit about it, and prepare a series of online posts that demonstrate and analyze this topic’s impact on American culture.	10%
	<u>Journals:</u> Students will prepare short reflective essays that link information from our class discussions and textbook	10%

readings to discussions with guest speakers and/or on-site visits. How do these speakers or visits reinforce or contradict the concepts or claims advanced in our textbook or class discussions?

Final Media Project: Students will prepare a final project using the mass communication form of their choice (e.g. video, audio, reportage, blog, etc.). The project will formulate a prediction about the direction of mass media in the next five years by drawing together their experiences from the semester. Students should cite examples from our readings, discussions, and visits to bolster the credibility of their predictions. At the conclusion of the essay, they will discuss potential career options they would like to explore. 20%

Grading Scale:	1000-920	A
	919-900	A-
	899-880	B+
	879-820	B
	819-800	B-
	799-780	C+
	779-720	C
	719-700	C-
	699-680	D+
	679-620	D
	619-600	D-
	599-0	F

Course Schedule:

I reserve the right to change this schedule to meet the needs of the class.

Understanding the Schedule of Assignments:

MC = Media & Culture

Online = Reading/Activity located on Blackboard

BOLD ITEMS = Homework to be turned in or important information

[] = Planned Activity or Assignment

Week One

9/6 & 9/8 [Introduction to "Mass Communications" and Encoding/Decoding]

Week Two

9/13 & 9/15 READ: *MC*, Chapter 1, Mass Communication: A Critical Approach
DUE: QUIZ, CHAPTER 1 (Thursday)

Week Three

9/20 & 9/22 READ: *MC*, Chapter 4, Sound Recording and Popular Music
DUE: QUIZ, CHAPTER 4 (Thursday)

Week Four

9/27 & 9/29 READ: *MC*, Chapter 5, Popular Radio and the Origins of Broadcasting
DUE: QUIZ, CHAPTER 5 (Thursday)
[Site Visit or Guest #1]

Week Five

10/4 & 10/6 READ: *MC*, Chapter 6, Television and Cable: The Power of Visual Culture
DUE: QUIZ, CHAPTER 6 (Thursday)
JOURNAL #1 (About Site Visit or Guest #1)

MIDTERM GRADES

Week Six

10/11 & 10/13 READ: *MC*, Chapter 7, Movies and the Impact of Images
DUE: QUIZ, CHAPTER 7 (Tuesday)

Week Seven

10/20 – 10/23 **INDUSTRY DAYS AT THE INTERNATIONAL FILM FESTIVAL (IFF)**
*Note: Please arrange your schedule to attend events on Thursday 10/20 or Friday 10/21.
Transportation will be provided.*

Week Eight

10/25 & 10/27 **DUE: EXAM #1 (Tuesday)**
JOURNAL #2 (About Industry Days and/or IFF)

Week Nine

11/1 & 11/3 READ: *MC*, Chapter 8, Newspapers: The Rise and Decline of Modern Journalism
TRIP TO MUSEUM OF BROADCAST COMMUNICATIONS (Thursday)
Transportation will be provided and all students are expected to attend.

Week Ten

11/8 & 11/10 READ: *MC*, Chapter 9, Magazines in the Age of Specialization
DUE: MUSEUM OF BROADCAST COMMUNICATIONS PROJECT DUE
QUIZ, CHAPTERS 8 and 9 (Thursday)

Week Eleven

11/15 & 11/17 READ: *MC*, Chapter 10, Books and the Power of Print
DUE: QUIZ, CHAPTER 10 (Thursday)

Week Twelve

11/22 READ: *MC*, Chapter 12 Public Relations and Framing the Message
DUE: QUIZ, CHAPTER 12 (Thursday)
[Site Visit or Guest #2]

Week Thirteen

11/29 & 12/1 **DUE: EXAM #2**
DUE: JOURNAL #3 (About Site Visit or Guest #2)
[Work on Final Media Project after exam]

Week Fourteen

12/6 **DUE: FINAL MEDIA PROJECT PRESENTATIONS**

12/8 **DUE: FINAL MEDIA PROJECT PRESENTATIONS**

Responsibilities

Attending Class You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

In accordance with the English Department attendance policy, **any student missing more than NINE (9) hours of class—three class sessions—will receive an F.** These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include absences due to birthdays, sport events, illness, work, etc.

Turning In Your Work You cannot succeed in this class if you do not turn in all your work on the day it is due. All assignments are to be turned in at the beginning of class on the due date listed on the course syllabus. All written work must be typed and stapled (unless otherwise instructed).

- **Late Projects:** Projects (e.g. audio/video news segments) will not be accepted late unless you have made formal, written arrangements with me via email prior to the next scheduled class session. In other words, do not show up to class a week later with an overdue project and expect it to be accepted; it will not be.
- **Missed Work:** Except under dire circumstances (e.g. serious bodily injury requiring hospitalization or prolonged illness) in-class activities, journals, worksheets, study guides, quizzes, and exams cannot be made up if you are absent on the day the assignment is due. Completing assignments late is inherently unfair to your classmates who have completed their assignments on time.

Using Electronic Devices Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.

Participating in Class You will receive a grade for your classroom participation. You must come to class prepared, be on time, stay for the duration of the class, engage in a constructive way with your classmates, and demonstrate your knowledge of assigned coursework. If you are unprepared or disengaged, you may be asked to leave, in which case you will be marked absent.

Communicating with your Professor

Social Media: This course requires regular use of websites including, but not limited to, YouTube, Wordpress, Facebook, Twitter, Instagram, Blackboard, and CCSJ email. The class will have a private Facebook group that will be used to share texts and extend our classroom discussion. If you are not a regular Facebook user, you can set up an account using an alias. Look for me on Facebook (Mark Cassello) and send a friend request.

Blackboard: Blackboard will be used to distribute readings, handouts, and announcements. Your grades will also be recorded regularly in Blackboard. It is essential that you log into Blackboard daily to ensure that you stay informed about the course. If the campus is closed or class cancelled due to bad weather, alternative assignments will be distributed via Blackboard and must be completed on time.

Office Hours: Students are encouraged to use office hours for assistance and clarification. Office hours are an excellent forum to discuss individual questions which are not appropriate during class (a question about your particular assignment, a question about the Communications program, your attendance, etc.). Appointments are not necessary, but they help me to prepare for your visit and ensure that I will not be out of the office. My office hours are specified on the first page of the syllabus.

Email: I will use CCSJ's email to send urgent announcements about class or assignments. You should use CCSJ's email to communicate about absences and to ask small but important questions (e.g. clarification about an assignment). Don't use email to request information or materials readily available elsewhere (e.g. due dates ← listed on the syllabus, handouts ← available on Blackboard). I generally respond to emails within 24-48 hours with the exception of breaks/holidays when I may be unavailable until the next scheduled work day.

Phone Calls: Reserve phone calls for urgent communications. For example, call if you have a flat tire and will be unable to make it to class or if you have been snowed in. My office phone number is (219) 473-4322.

In all instances (Facebook Blackboard, office hours, email, phone), remember that communication with college instructors should *always* maintain standards of professionalism and formality.

Doing Your Own Work

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

PLEASE NOTE: All papers may be electronically checked for plagiarism.

Withdrawing from Class

After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources

- Student Success Center:** The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
- Disability Services:** Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
- Counseling Services:** If you are in need of emotional support, CCSJ has free services available on campus. A mental health professional is on campus in Room 301 at various times throughout the week. Br. Jerry Schweiterman is the head of the campus ministry and can be found in Room 408.
- Other Services:** CCSJ has a food and clothing pantry available for students which is located in the basement. Contact Diane Bailey in the Student Activities Center for more information: dbailey@ccsj.edu
- CCSJ Alerts:** Required: Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <http://www.ccsj.edu/alerts/index.html>.
- In addition, you can check other media for important information, such as school closings:
- Internet:** <http://www.ccsj.edu>
Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 780
TV Channels: 2, 5, 7, 9, 3

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.

4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.