I. Proposal: SPEE332 Problems in Media Communication, 3 Credits. Elective.

II. Purpose: Students will examine the discursive implications of newspaper, radio, television, film, computer, polling, and advertising technologies, in an effort to gain a more thorough understanding of the problems of media in America. Prerequisite: SPEE 200.

III. Rationale: Mass communication is a primary method for transferring information to individuals in American society. While the media present many advantages for a growing range of groups and individuals, they also present both obvious and subtle problems that are often left untreated in public discussions and in the college classroom. I propose a course that examines some of these problems, including those that concern gatekeeping issues, propaganda, public opinion polling, agenda setting, cultural imperialism, regulation and censorship, and commercialization. Students will assume a rhetorical perspective to evaluate the role of these technologies in shaping public opinion and our perceptions of reality to gain a balanced view of media in America.

IV. To be presented to: (in succession to each of the following)
   Departmental Curriculum Committee, Departmental faculty, CHSS Academic Affairs Committee, CHSS Dean, Faculty Senate Academic Affairs Committee, Faculty Senate, Vice Chancellor for Academic Affairs, Chancellor

V. Submitted by: Dr. Todd S. Frobish

VI. Number of Copies:

VII: Will this proposal, if implemented, require either additional faculty or other resources? If yes, explain how these resources will be provided. No.

Course Syllabus

Fayetteville State University
College of Humanities and Social Sciences
Department of Performing and Fine Arts

I. LOCATOR INFORMATION

Semester: Fall 2004       Course No.: SPEE332
Course Name: Problems in Media Communication      Hrs: 3
Day/Time/Room: TBA
Instructor: Dr. Todd S. Frobish
Office Location: BU267      Phone: 672-1206
II. COURSE DESCRIPTION

This course will examine contemporary problems of mediated communication, including gatekeeping, propaganda, agenda setting, cultural transmission, regulation and censorship, and commercialization. Students will examine the discursive implications of newspaper, radio, television, film, computer, polling, and advertising technologies. Students will assume a rhetorical perspective to evaluate the role of these technologies in shaping public opinion and our perceptions of reality. Prerequisite: SPEE200

III. TEXTBOOKS:


IV. SPECIFIC COURSE OBJECTIVES:

1. To develop an understanding and awareness of the total process of communication.
2. To build critical thinking skills that will help students analyze the larger role of mediated technologies in public communication.
3. To better understand the subjective processes that guide mediated forms of persuasion.

V. COURSE COMPETENCIES

INTASC #1 (Knowledge) The teacher understands the major concepts, assumptions, debates, processes of inquiry and ways of knowing that are central to the discipline he or she teaches.

INTASC #9.4 (Reflection) The teacher is committed to reflection, assessment, and learning as an ongoing process.

INTASC #6.13, NCDPI #6.4 (Technology) The teacher knows how to use a variety of media communication tools, including audiovisual aids and computers, to enrich learning opportunities.

INTASC #3 (Diversity) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

INTASC #10.12, NCDPI #10 (Collaboration) The teacher establishes respectful and productive relationships with diverse home and community situations, and seeks to develop cooperative partnerships in support of learning and well being.

VI. EVALUATION CRITERIA

Grading Scale (in points):

- 920 -1000 =A
- 830-910 =B
- 730-820 =C
- 640-720 =D
- 0 -630 =F
- I =Incomplete

Grade Distribution:

- Annotated Bibliography 150 points
- Book Review 150 points
- Film Analysis 200 points
- Research Paper Draft 150 points
<table>
<thead>
<tr>
<th>Week One</th>
<th>Introduction to the class and syllabus (Introduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>Media and Rhetorical Theory</td>
</tr>
<tr>
<td>Week Three</td>
<td>Government (Chapters 1, 2)</td>
</tr>
<tr>
<td>Week Four</td>
<td>The Public (Chapters 4, 5)</td>
</tr>
<tr>
<td>Week Five</td>
<td>Public Opinion (Chapter 8, Hogan article)</td>
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<tr>
<td>Week Six</td>
<td>(Annotated Bibliography Due)</td>
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<td></td>
<td>Presentation of Bibliography</td>
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<tr>
<td>Week Seven</td>
<td>Traditional Media Content (Chapters 3, 6, 11, 12, 14)</td>
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<tr>
<td>Week Eight</td>
<td>Television (Postman, Part I of book)</td>
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<tr>
<td>Week Nine</td>
<td>Television (Postman, Part II of book)</td>
</tr>
<tr>
<td>Week Ten</td>
<td>(Book Review Due; Film Analysis Due)</td>
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<tr>
<td></td>
<td>Presentation of Book and Film</td>
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<tr>
<td>Week Eleven</td>
<td>Globalism (Chapter 19, McLuhan article)</td>
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<tr>
<td>Week Twelve</td>
<td>(Research Paper Draft Due)</td>
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<td></td>
<td>Oral Presentation of Paper</td>
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<tr>
<td>Week Thirteen</td>
<td>New Media Content (Chapters 9, 10)</td>
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<tr>
<td>Week Fourteen</td>
<td>Internet (articles)</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Internet (articles)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(Final Research Paper Due)</td>
</tr>
</tbody>
</table>

VIII. COURSE REQUIREMENTS

Student Responsibilities: To earn a passing grade in this course, a student must minimally attend 90% of all class meetings, deliver all presentations and complete the research paper. A student who wishes to achieve better than a
passing grade should strive to actively participate in class discussions and activities, and show effort, thoughtfulness, and creativity in course assignments. Plagiarism, or using someone else's intellectual work as one's own, WILL NOT be tolerated. Plagiarizing will result in the failure for that assignment and may lead to one's failure of the course!

Absences and Make-up Policy:

• Your attendance is mandatory. By not attending class, you are not only hurting yourself, but putting your peers at a disadvantage since class discussion will suffer and activities will not be as interactive.
• Three absences with explanation will be allowed. For each absence after three, your grade will be reduced by two cumulative percentage points. NOTE: Cutting classes for reasons other than illness or emergency limits your allowed absences for real problems. In other words, don’t cut.
• Attendance is mandatory on those days when you have signed up to present. Failure to show up on your presentation day will result in a reduced grade for that assignment by one full letter grade. Failure to make-up that presentation that next class day will result in a grade of zero for that speech. Make-ups for presentations and exams are always at the discretion of the instructor when the absence is unexcused.

Tardiness:
Tardiness is annoying and frustrating for both your peers and the instructor. If a student is presenting when you get to class, wait until you hear clapping before you open the door. Otherwise, you may hinder the student's performance and grade. If you must leave for some reason (bathroom, water, etc.), please do so in a suitable manner. There is no need to ask permission, but keep exits to a minimum.

IX. TEACHING STRATEGIES:

The Problems in Media Communication course is designed to offer the advanced undergraduate student a balanced perspective on the problems faced by consumers of mediated information and entertainment. This class embraces multiple approaches to reach that goal, including interpersonal interaction, group activities, student-to-class presentations, discussion, individual research, and lecture. Students will have the chance to explore theories and perspectives unique to their own interests and report on the significance of those theories and perspectives for all.

X. BIBLIOGRAPHY:

Classic Texts in Media Studies:


New Research in Media Studies:


