| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## MMC 1000 Survey of Mass Communication (3 Credits)

This is a course in developing media literacy skills. This introduction to mass communication is designed to provide an overview of American mass media, including historical, social, cultural, economic, political, and ethical perspectives. Discussions cover the structure and organization of major mediums–print, television, film, music, radio, internet, and social–and examine how media industries and institutions affect our daily lives. Students are encouraged to think critically about mass media, their effects, the forces that shape them, and the consumer’s vulnerability to and power over media.

## PREREQUISITES FOR THIS COURSE:

None

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

Terminology common to mass media communications

History of various mass media and social media

Social, political, and historical functions of various media

Ethical and legal considerations relevant to mass, digital, and social media

Relationship between media and culture

Theories and effects of mediated communication

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the outcomes/objectives assessed in this course which play an integral part in the student’s general education along with the general education competencies they support.

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency:

 Students will work to define, articulate, question, and enact media literacy.

Students will identify mass communication concepts and demonstrate an understanding of scholarly mass communication models.

 Students will examine the economics of print, audio, visual, and digital media.

Students will criticize, measure, and defend course concepts and case studies in class discussions, persuasive essays, and presentations.

Students will appraise media freedom, regulation, ethics, and landmark court cases via the First Amendment freedom of press and freedom of speech.

 Students will learn and use media industry and scholarly terminology.

 Students will apply APA Style and formatting in written assignments.

General Education Competency: **Think critically**

Course Outcomes or Objectives Supporting the General Education Competency:

Students will trace the history, economics, and accessibility of traditional mass media and new media technologies.

Students will evaluate the role of mass media in society as judged by mass communication theories and concepts.

Students will examine, summarize, and debate the effects of media on individuals, social groups, institutions, and society.

 Students will identify and critique the role of politics, ethics, and economics on journalism.

Students will assess how economics affect traditional and digital media through production, dissemination, conglomeration, and technological innovation.

Students will compare and contrast news stories, define what is news, distinguish what makes stories newsworthy, and discriminate between hard and soft news.

General Education Competency: **Analyze**

Course Outcomes or Objectives Supporting the General Education Competency:

 Students will differentiate between traditional and new media sources.

Students will analyze news stories using course concepts (e.g., agenda setting, issue framing, concentration of ownership, bias, neutrality, etc.).

Students will connect significant course theories (e.g., cultivation theory, dissonance theory, hostile-media effect, 3rd-person effect) to mass media (e.g., news, film/tv, radio/podcasts, comics, video games, digital and social media) and evaluate those relationships.

 Students will dissect mediated texts, audio, and visuals using content analysis.

 Students will evaluate cultural representation in media using critical cultural analysis.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)