

Duke Ellington School of the Arts Literary Media &  
Communications

Course Syllabus

Mass Communications 001

Fall 2009

General Information:

Instructor: Kelli M. Anderson

Office Location

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Course Description:

This course is designed to acquaint you with the field of communication, both the mass media of newspapers, magazines, books, radio, television, film, and cable, and the interactive media of information technology.

- Students gain a historical perspective of mass communication and media.
- Students become aware of the media involved in contemporary mass communication, along with emerging trends and possible effects.
- Students become informed consumers of media by considering their own exposure to and perception of mass messages.
- Students gain an awareness of current media controversies and their various perspectives.

## Standards

- Discussion
- Questioning, Listening, and Contributing
- Oral Presentation
- Vocabulary Development
- Text – Expository, Document and Procedural Text, Argument and Persuasive Text
- Connections
- Genre, Theme
- Fiction, Literary Nonfiction
- Poetry
- Drama
- Style and Literature
- Traditional Narrative
- Imaginative/Narrative Writing
- Revision

## **Course Materials/Equipment:**

- Computer with Internet connection
- Digital point & shoot photo/video camera
- Web Camera

Required Text will be read through the use of Google's subscription based RSS feed

## reader or Google Books online:

### Google Reader

Mashable.com

New York Times

### Google Books

#### **Digital storytelling: a creator's guide to interactive entertainment**

by Carolyn Handler Mille

#### **Media Today: An Introduction to Mass Communication**

by Joseph Turow

#### **A student's guide to mass communication law**

by Amber Nieto, John F. Schmitt

#### **Encyclopedia of new media: an essential reference to communication and Technology**

by Steve Jones

## General Learning Goals/Course Objectives:

- 1) To learn vocabulary associated with mass communications, web publishing and social media
- 2) To create a foundation for how to use Gmail to manage and collaborate on projects.
- 3) To use online web applications, to research, document, and present information on a given subject matter.
- 4) To create a fundamental understanding of web publishing and distribution.
- 5) To create a website on a chosen subject that serves as a portal for students to practice online publishing methods and the use of interactive media.

## Course Activities:

Each day, students will begin class with a warm--up relevant to the course objective for the week. The

exercises will introduce students to features, elements, or uses of web/social media applications. After the warm up students will participate in discussion around text to give foundation on given subject. or concerns they have with their projects before leading into the lesson for the day.

Students will be expected to participate in the following activities that will be included in this course:

- Create a blog or online exhibitions
- Using social media (Flickr, Twitter, Facebook, etc.) to create an understanding of Web 2.0 communication
- Create digital content for publishing (podcasts, video editorials, multimedia, etc.)
- Field trips area business, Institutions, museums and exhibition spaces for added exposure. (TBD)

### Unit 1: Intro to Google Applications

Students will use [Google](#) to develop a basic understanding of how email, documents, IM (instant messaging), RSS(Real Simple Sydication), Google Maps, and other Google applications can be integrated using a Gmail account. This introduction to [Goolge Apps](#) will create a foundation for project management class throughout the 9 week course.

### Unit 2: Intro to Social Sharing & Broswer Extensions

Student will be introduced to various research social media applications including social bookmarking, content cross-posting, and many more that will aid in research of subjects and archiving of materials.

### Unit 3: Web Publishing

Student will be introduced to online publishing using a host of web applications. In this unit they will explore all the functions of a blog/web log, collaborative online spaces, and embeddable objects. We will cover vocabulary terms associated with blogging, and incorporate the use of video, podcasting, and RSS feeds.

### Unit 4: Labs Intro to Digital Content

Demonstration of how to use a 35 mm Point & Shoot Digital Camera for the purpose of creating content for their blogs. **Brain Pop** exercises will be used to illustrate the features of the camera, photography, and graphic design. Exercises for this unit will include composition, uploading i& archiving digital content, and digital file types.

### Unit 5: Digital Content Creation - Individual Projects

During this unit students will be introduced to a variety of examples representing digital content. Students will be given the choice to create photo, video, or mixed media content to accompany approved written content created in other LMC courses. This content will be featured on the webzine.

### Unit 6: Independent Work & Presentations

Students will work independently or in groups to complete individual projects. Each student's presentation should include a two page written summary, online references, at least one interactive feature, and incorporate two different types of social media.

### Unit 7: Review of Lessons, Final Exams & Presentations

Student will be given reviews of the lessons completed over the past eight weeks followed by a final exam. During this time students will present completed projects for critique.

### Grading:

**Participation/ In Class Work**  
= 20%

**Homework**  
= 20%

**Attendance**  
= 20%

**Test /Quizzes**

**= 20%**

**Final Projects and Publications**

**= 20%**

**Grading Scale:**

**A = 100%- 80%**

**C = 80% - 65%**

**F = 65% and below**

## **Professionalism Grade**

(Notice that there are points you loose and receive. Point are deducted from or added to your participation grade daily.)

### **Timeliness**

Missing deadlines—materials 5 points

Missing deadlines—tasks 5 points

No call/No show 10 points

### **Respectfulness**

Disrupting class/discussion 5 points

Inappropriate language 5 points

Improper equipment care 5 points

Inappropriate behavior such as: fighting, verbal abuse, sexual harassment, etc. 20 points

### **Preparation**

Bringing required documents/materials to class/discussion 5 points

Active participation in class/discussion 5 points

Meaningful participation in class/discussion 5 points

### **Alert/Attentiveness**

Being off task 5 points

Following directions pertaining to required/requested materials and duties 5 points

Follow through on tasks for required/requested materials and duties 5 points

Meeting/Completing deadlines for required/requested materials and duties 5 points

### **Classroom Policies:**

**Attendance:** 3 tardies = 1 absent, 5 absents = automatic failure.

#### **Late/Make-up Work:**

Late work may be turned in up until three days before the end of the quarter to count towards the final grade.

#### **Missed Homework, Tests, Exams:**

Make up tests will be administered once on the same day of the following week unless student has a legitimate excusable absence whereby an appropriate date will be decided. 10 points will be deducted from the total grade for every day that assignments are turned in late.

**Extra Credit:** N/A

#### **Requesting an Extension:**

Extensions are not given on projects unless a student has an illness, or circumstances keeping them from attending class and completing assignments. Extensions will not be given without proper documentation to support circumstances.

## Classroom Behaviors:

Students are expected to abide by all classroom and school wide rules as stated in the Student Handbook. Students unwilling to follow rules risk losing behavior points and or classroom privileges. Once a student has been given a verbal warning, further disregard for rules will result in an incident report. Parents will be notified if unacceptable behavior continues.

### **Acceptable:**

- *Listening to music with headphones during individual work time.*
- *Appropriate conversations centered around the lesson*
- *IM (instant messaging) during individual work time.*

### **Unacceptable:**

- *Eating or drinking in class*
- *Improper use of equipment or space*
- *Inappropriate conversations*
- *Cell phone conversations*
- *Listening to audible devices without headphones*
- *Reckless use of IM(Instant Messaging)*

## Keys to Succeed:

1. *Attendance and class participation will secure projects are completed on time.*
2. *Regular use of social media outside class will make assignments more familiar.*
3. *Regular use of vocabulary terms in class when referring to material.*
4. *Meet deadlines to stay ahead .*