



**Journalism 101:
Media and Society
Fall 2016**

**Tuesdays and Thursdays
2:30 – 3:45 p.m.**

Budig Hall, Room 110

**Required Textbook:
“Media & Culture” (10) by Richard Campbell/Christopher
Martin/Bettina Fabos**

Top Hat app

J101 Blackboard site: <https://blackboard.ku.edu/login>

How do the media dominate your life?

Barack Obama. Cara Delevingne. Queen Bey. Amitabh Bachchan. Cristiano Ronaldo. Amy Schumer. Kerry Washington. James Bay. Wiz Khalifa. JLo, JLaw, LeBron, Ellen, Kendall, Oprah, Drake, Hillary, Serena, Donald, Katy, Taylor, the Real (but oh-so-fake) Housewives.

Chances are you recognize many of these names. And chances are you know some (or maybe many) details about the lives of these people. You may know more about them than you do some of your own friends or family. You may not know these people personally, but you know them through the media. In our class, we're going to talk about the power of the media and the media's effects on our everyday lives and if (how?) the media influence our values and viewpoints.

Welcome to Journalism 101, a course about media, society, and culture. In this course, we'll explore how the media shape our world and how we interact with media.

We use mass media every day for information and entertainment—we use mass media so much, it's hard to imagine what even one day would be like without the stories, photographs, songs, advertisements, and news we get from books, television, mobile phones, radio, tablets, and the Internet. Because media are so much a part of our lives, we don't often stop to really think about the images we see, the messages we hear, or the information we receive. That's the purpose of this course—to help us think about media information and influences.

What you'll learn in J101

In this course, you will:

- Think critically and analyze the media messages you see and hear;
- Consider how mass media shapes your personal views, ideas, and perspectives, as well as how media shape our culture;
- Understand the history of mass media to assess how the media landscape has changed and continues to evolve;
- Think about the relationship between media and audiences and learn how media work to meet the needs of diverse audiences;
- Understand better how the First Amendment affects the media messages we transmit and receive;
- Learn how technology affects access to knowledge and information around the globe;
- Learn about careers in the media;
- Think about the relationship between media and economics—how media are financed, who owns the media, and how ownership affects the information we get.

How you'll learn in a large class

Look around you. There are gobs of students in this class. Learning in a large class can be difficult—it is easy to feel lost and get distracted, and it can be intimidating to ask questions or voice your opinions. So, as the teacher, I will try to do several things to make this feel like a smaller class and to make you feel more comfortable and less anonymous.

- First, think of the classroom as a lab, where you'll interact, discuss, and learn. We will have lectures, but there will be plenty of time for you to talk and to ask questions. The best way for you to learn is to be involved. You're in charge of your learning.
- Since I can't meet with each of you as I'd like, I may send emails to follow up on in-class discussions, to alert you to articles or programs about the media, or to just keep in touch. You should feel free to email me, too.
- Talk to me. I will be happy to meet with you individually to discuss your ideas and concerns. You can stop by during office hours or make an appointment.

While my responsibility as a teacher is to create an environment where you can learn, you have some responsibilities as a student. You want to:

- Come to class every day. (I take attendance, so that's a thing.)
- Come to class prepared to learn.
- Listen and ask questions.
- Complete assignments on time.
- Inform me of any problems that interfere with your learning, including jail time.
- Listen respectfully to what others have to say.
- Express your ideas and opinions in a constructive way.
- Keep an open mind.

What textbook you'll need

Our textbook is "Media & Culture" (10th Edition) by Campbell, Martin and Fabos – Bedford/St.Martin's ISBN 978-1-4576-6874-6 (Paperback)

There are several ways to obtain your textbook. You can purchase or rent the book from the KU bookstore. The Web site is: www.kubookstore.com. Click on the textbook tab, then the "online shopping" link, then Fall 2016. Then you will be asked for the course department (journalism) and the course number (101). Also, you can buy the book from Amazon or another independent bookseller.

Additionally, you can buy or rent the book online from the publisher.

When you purchase the book online, be sure to buy the “updated 10th edition” published in 2016. There are other editions from the past. You want to get the most current edition.

I will put a hard copy of the book in Resource Center, 2nd Floor, Stauffer-Flint Hall. You can read it there, but you can’t check it out for dorm use.

How you’ll earn your grades

Most students are concerned about grades and how they can do well in their courses. In J101, your grades will be based on your performance on three exams and the completion of one blog entry.

The exams will cover the assigned readings for the course, as well as any guest speakers and discussions we have in class, so take notes carefully. The notes will be your study guide. I don’t do review sessions.

Here are the exam dates:

Exam 1: Tuesday, Sept. 20

Exam 2: Thursday, Nov. 3

Exam 3: Monday, Dec. 12 This is your final exam. It starts at 1:30 p.m. The university sets the time for this exam, so I can’t change it. You need to plan to be here. This exam is not cumulative—it will cover material from Nov. 1 through the end of the semester.

Everyone will take the exams, including the final exam, at the same time on the same day. **No make-up tests will be given**, so you need to make plans to be in class and on time. The only exceptions for these exam dates will be for students who are required to attend or participate in official university-sponsored events or students who are ill. If you’re attending a school-sponsored event, you need to bring a note from the university **before** the exam.

If you are ill, you need to **let me know in advance** that you’ll miss the exam, and you need to bring a note from your doctor or Watkins Health Center.

Weddings, surprise plane tickets from parents, parties, job interviews, court appearances, jail time, job conflicts, tickets to sporting events or concerts, and early vacations/breaks are not valid reasons for missing tests or taking them early.

Don’t even ask.

Let me say that again. Don’t ask.

In addition to your exams, you'll complete one blog entry, and you'll post it on the course Blackboard site. The blog should be your original work (no one else's), and it should be original to this class. Don't recycle an assignment from another class, last semester, or from high school. If you do, you'll receive a 0 for the assignment.

Here are the overall directions (choose one):

Choice #1: Media feast blog post. You will go outside your usual circle of reading and viewing material and use/watch/read three media you wouldn't ordinarily seek out and write about your experiences.

Choice #2: The KU common book blog post. Because many of you, as first-year students, are reading "Between the World and Me" by TA-Nehisi Coates, you will assess its contribution to the larger cultural dialogue – as books are part of what we examine in J101.

Choice #3: A blog post on media's role in informing the public about health related issues. As many of you are part of a KU Learning Community, or you are just interested in health information, you will evaluate how the media reports on health and/or models to make it better.

Plan to write four to five paragraphs about your chosen topic and post your blog entry on the course Blackboard site **by 11 p.m. on Nov. 17**. Detailed directions will be on the course Blackboard site. Read them. Follow them.

The most-common mistake on the blog entry is turning in the wrong format. You will post your entry as a PDF. If you don't, it doesn't count.

With the blog assignment, you'll receive an A (75 points) if you do the assignment correctly and thoroughly. You'll receive a C - (35 points) if you do the minimum work required. **You'll receive a 0 if you don't turn in the assignment on time or you post the document in the wrong format.**

Here's how I will evaluate your media blog post:

A – The blog entry is clearly written and organized. It shows careful thought and analysis. It answers the questions outlined for the assignment directions. It shows creativity and originality. Anyone reading this blog would find it informative and entertaining. There are no grammar and spelling mistakes. Work is posted on time.

C minus – The blog entry is posted on time, but it is not well-organized or well-written. The blog entry did not adequately answer the questions in the assignment. There are numerous spelling and grammar errors. There wasn't much effort put into the assignment; the student did the minimum required and nothing more. Anyone reading this blog would find it boring and uninformative.

F or o – The student did not turn in the work on time or did not present original work. (Yes, someone does this every semester. Will it be you?)

It can take up to two to three weeks to read all of these entries and record your grades, so please be chill.

Here's how all your grades will be calculated for J101:

Media blog post—75 points possible

Exam 1—100 points possible

Exam 2—100 points possible

Exam 3—100 points possible

Attendance—25 points possible

Yes, indeed, I have an attendance policy. You will use your Top Hat app to sign into class. If you don't get the app, you will need to physically check into class with me or with Jasmyn. If this becomes too much of a burden on us, I'll make you get the app. Sorry. It's about fair classroom management.

To avoid the nonsense associated with “excused” and “unexcused” absences, know that **you have three free absences**. Use your freebies for sleeping, court dates, funerals, altered states, or when you leave campus and just don't want to come back for class. I don't have to know why you aren't in class (except if you have to miss an exam).

If you use a fourth absence, your attendance grade will drop to o. You will lose all your attendance points.

Tardies count, too. Calculate that three late arrivals equal one absence.

You can't use your absences for test days, though. Make a note of what I've written about absences then, please.

If you have some sort of catastrophic event that alters the course of your life, I will work with you to figure out how best to deal with J101.

How I'll report your grades

The purpose of grades is to give you feedback on your progress in the class. Remember, grades are earned, not given. There's research that suggests a correlation between class attendance and good grades. Bottom line? Attend class if you want to do well in the course. I will make every effort to keep an accurate record of your grades and to post your test scores quickly. A computer scores the test; usually it takes the testing center about 48 hours to return the test scores to me.

I'll post all grades on the course Blackboard site (only you can see your grade), and the computer will calculate your final grade for you.

Although you will receive numerical grades on your blog and exams, your final grade for this class will be a letter grade. Here is how the numbers translate:

93 – 100 = A	90 – 92 = A-
87 – 89 = B+	83 – 86 = B
80 – 82 = B-	77 – 79 = C+
73 – 76 = C	70 – 72 = C-
67 – 69 = D+	63 – 66 = D
60 – 62 = D-	59 or below = F

Students often ask questions about “rounding up” grades—that is, if the final grade contains a fraction, students want to know what happens. Nothing happens. There has to be a line somewhere.

I don't round up.

I don't grade on a curve.

If, after your first two exams, you're worried, sign up to do a Hot Topic presentation for extra credit. That may help your close-but-not grade at the end of the semester.

If a grade is posted incorrectly—it sometimes happens in a class this large—or if a grade isn't recorded, let me know as soon as possible. Don't wait until the end of the semester. Definitely don't wait until the final grades have been posted, and everyone has gone home for break.

A word about the 'rents

This is college and your grades are your responsibility. You – not your parents – need to take care of business in this class. Should you not get the grades you want, I suggest using the following checklist:

- 1) Do you show up for class, awake, alert and ready to learn?
- 2) Do you pay attention in class? (Not texting, trolling social media, etc.?)
- 3) Do you take notes? You know, real, comprehensible notes?
- 4) Do you study for several hours a week (at least) outside of class?
- 5) Do you take time and care on the assignments and submit them on time?
- 6) Do you work ahead in class; not waiting until the last minute to do assignments or ask for assistance?

I will be happy to talk with you about your performance in class and the class material, BUT – I don't have parent-teacher conferences. Please do not have your parents call or write me. I will not talk with them concerning your performance or grades in the class, with or without your permission.

How you'll get extra credit

The only way to get extra credit in J101 is to earn it. You may earn as much as 10 points extra credit by presenting on a current, or hot topic. You will find a more detailed description of this extra credit assignment on Blackboard under Course Documents. In semesters past, students have presented on their views of hip-hop, gaming, children and food marketing, the pros and cons of social media platforms, Tinder use, how men/women/age groups are portrayed in the media, and generational cohort media consumption. You get the idea. It's what you think is hot – or interesting.

I will leave times/days in the class schedule for Hot Topics. Plan ahead, if you think you'll need or want extra credit. I won't even try to get everyone squeezed in at the end of the semester. I will, however, consider BB video posts, if the demand is great.

Who'll lead the class

The teaching team is:

Kerry Benson
Strategic Communication Chair (Journalism)
209C Stauffer Flint Hall
benson@ku.edu

Jasmyn Wimbish
GTA (Journalism)
113 Stauffer-Flint Hall
jasmynwimbish@ku.edu

Vivek Patel is the Learning Community's peer mentor. His email is v758p134@ku.edu.

Feel free to contact us if you have questions or problems. Email is best. If you're going to email one of us and you want a response, you might want to read the "how to" document on Blackboard.

You can also visit us during our office hours or make an appointment:

KB office hours: Thursdays from 9:30 – 11:00 a.m.
JW office hours: (JW will post to Blackboard)

How you'll demonstrate professional behavior

Most of you are going to college because you want to get a good job. In the School of Journalism and Mass Communications, we want to prepare you as well as we can. That's why in all your journalism classes there is an emphasis on professional behavior. Professional behavior means that your actions in the classroom mirror your actions in the workplace.

As your professor, my responsibility is to create an environment for students who want to learn. Help me help you.

- Make every effort to attend class each day. Any materials from the class—including discussions, comments from guest speakers, and audio- and videotapes—may be included on the exam. If you can't make it to class, you do need to talk with a fellow student about what you missed. Please be here on time. Don't disrupt the class by wandering in late. We will judge.
- Do not go into text message overdrive while in class. Don't tweet – unless it's something nice about J101. Don't chat your snap. Don't troll Facebook, Instagram—you get the idea—unless that's part of the class.
- If you need to have an intense personal conversation with someone in class, please wait until class ends, or include the rest of us in the convo.
- You're trying to balance academics with a social life and maybe a job. It's a lot of pressure, and it can be exhausting. I sympathize with the demands on your time. However, when you come to class, I expect you to be alert and attentive. I expect you to be here the entire time. Do not use class time for naps. Seriously, go find a bed – or at least a sofa.
- If you're going to take notes on your laptop, sit somewhere in the room where a ton of students behind you don't see your desktop – or judge those outfits you put into your shopping cart while you pretend to take notes.
- You cannot be two places at once. If you have a job that conflicts with class, we need to talk. Don't leave class early to get to your job.
- Please don't work on other assignments while you're in this class. You may think it's multi-tasking, but I consider it rude. (Only because it is.)
- Don't do crossword puzzles or sudoku in class. If you are interested in words and numbers, I can help you find a KU course that will satisfy that interest.

How you can seriously blow your grade: Plagiarism and fabrication

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

“The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

“In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.”

The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

Here’s some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else’s ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own in the course blog is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the blogs you write to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic in the blog to make it sound better. Don’t do it.

We will discuss these issues further in class. If you have any questions, contact me or Jasmyn.

Here’s my official policy statement: **Don’t cheat. You know what cheating is and you have known since about third grade.**

Where you'll find course materials

I will use the course electronic Blackboard site to keep you up-to-date on class activities. I'll post a copy of the syllabus and class reading assignments on Blackboard, and I (or Jasmyn) will post grades there as well. The class PowerPoint slides will be posted there for one week, then removed. You will upload your blog assignment to this site. From time to time, I may post news articles or links to articles that class members think are interesting. If you have an article, video, or idea you'd like to share, you can send it to me, Vivek, or Jasmyn, to post on Blackboard. Please let me know immediately if you have problems accessing Blackboard.

Where to go if you have special learning needs

If you have a problem or concern that may affect your learning, contact me as soon as possible. **Student Access Services**, part of the Academic Achievement & Access Center, works with all units to help students with disabilities - be they physical, medical, sensory, psychological, or related to attention or learning.

The Office of the Vice Provost for Student Success coordinates the University response to campus and individual student emergencies. The Office of the Vice Provost is also the contact when students are involved in a serious incident away from the Lawrence campus. The Office will offer information, counseling, and support to students, their families and others affected by the incident.

To report an extended illness or accident that keeps a student away from class, contact the **Academic Achievement and Access Center** at (785) 864-4064, www.achievement.ku.edu.

This is the only – only – time I will communicate with your parents, or guardian, and it's done through the university.

What you'll read so you're ready for discussions

To get the most out of this course, you'll want to read the assignments listed below before class. Reading these materials will help you participate in class discussions. The exams will include material from the (textbook) readings, even if we have not discussed the readings in class.

This is a tentative reading list. I may spend more or less time on a topic, depending on class interest.

J101 course schedule – Fall 2016

Tuesday, Aug. 23 Thursday, Aug. 25	J101 introduction Mass communication – some basics Campbell: Chapter 1
Tuesday, Aug. 30 Thursday, Sept. 1	Evolution of the media world Understanding the media world
Tuesday, Sept. 6 Thursday, Sept. 8	Theories of media and culture Campbell: Chapter 15 The effects of media on our lives
Tuesday, Sept. 13 Thursday, Sept. 15	Understanding journalism culture Campbell: Chapter 14 That whole freedom of expression thing Campbell: Chapter 16
Tuesday, Sept. 20 Thursday, Sept. 22	Exam #1 Newspapers Campbell: Chapter 8
Tuesday, Sept. 27 Thursday, Sept. 29	Books Books continued Campbell: Chapter 10
Tuesday, Oct. 4 Thursday, Oct. 6	Magazines Magazines continued Campbell: Chapter 9
Tuesday, Oct. 11 Thursday, Oct. 13	No class – fall break Hot topics
Tuesday, Oct. 18 Thursday, Oct. 20	The web – and all its world wideness Campbell: Chapter 2 Digital gaming Campbell: Chapter 3

Tuesday, Oct. 25 Thursday, Oct. 27	Sound recording and popular music Music continued Campbell: Chapter 4
Tuesday, Nov. 1 Thursday, Nov. 3	Media economics Campbell: Chapter 13 Exam #2
Tuesday, Nov. 8 Thursday, Nov. 10	Broadcasting origins – radio Broadcasting continued – TV Campbell: Chapter 5 and Chapter 6
Tuesday, Nov. 15 Thursday, Nov. 17	Movies and the impact of images Movies continued Campbell: Chapter 7 Blog post due by 11 p.m.
Tuesday, Nov. 22 Thursday, Nov. 24	Hot topics No class – Thanksgiving
Tuesday, Nov. 29 Thursday, Dec. 1	Public relations and message framing Public relations continued Campbell: Chapter 12
Tuesday, Dec. 6 Thursday, Dec. 8	Advertising and commercial culture Advertising continued Campbell: Chapter 11
Monday, Dec. 12	Exam #3 – Final (Remember, it starts at 1:30 p.m.)

I may post additional readings or videos to the course Blackboard site, which I will advise you of in class.

I reserve the right to alter this schedule as I see fit to help your particular class learn the material. I will advise you in class or by email of any changes so as to help you prepare accordingly.

This course, syllabus and contents borrow from the work of Prof. Barbara Barnett (B-squared) and Prof. Chuck Marsh. Blame them – or give them a cookie.