



**FLORIDA  
ATLANTIC  
UNIVERSITY**

## COURSE CHANGE REQUEST Undergraduate Programs

**Department** SCMS  
**College** Arts and Letter

UUPC Approval \_\_\_\_\_  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** MMC 1540

**Current Course Title**  
Introduction to Multimedia Studies

*Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**  
Introduction to Media Studies

**Change description to:**

**Change prefix**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change course number**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change credits\***

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change grading**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change General Education Requirements\*\*\***

Add  Remove

\*See Definition of a Credit Hour.

\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

\*\*\*GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year for Changes:** Fall 2024

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Christopher Robe, crobe@fau.edu

**Approved by**

Department Chair \_\_\_\_\_

College Curriculum Chair \_\_\_\_\_

College Dean \_\_\_\_\_

UUPC Chair \_\_\_\_\_

Undergraduate Studies Dean \_\_\_\_\_

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**Date**

10/16/23

10/16/23



Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



## FLORIDA ATLANTIC UNIVERSITY

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**MMC 1540-001 CRN#####**  
**Intro to Media Studies**  
**Wednesday, Friday 12:30 PM - 1:50 PM**  
**3 Credit(s)**  
**Fall 2024 - 1 Full Term**

### **Instructor Information**

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Kevin Petrich

**Email:** kpetrich@fau.edu

**Office:** Boca, CU 216

**Office Hours:** M, 3:00PM-4:00PM; 8:00PM-9:00PM\*

T, 5:00PM-7:00PM\*

W, 3:00PM-4:00PM; 8:00-9:00PM\*

F, 2:00PM-4:00PM\*

\*Appointments Necessary; Zoom Meetings Available

[Zoom Meeting Link](#)

**Phone:** (561) 297-2160

**TA Name:** Luke Schlauder

**Email:** lschlauder2022@fau.edu

### **Course Description**

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Introduction to Media Studies

An introduction to the transformation of newspapers, magazines, film and video to digital media platforms - based on technological innovations and internet advertising strategies.

MMC 1540 Introduction to Media Studies is the first class in the Media Studies sequence and is a pre-requisite for a number of upper division classes in the sequence. Must also have been

admitted to Florida Atlantic University as a degree-seeking or transient student.

## Instructional Method

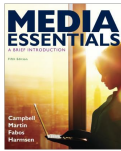
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### In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

## Required Texts/Materials

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**Media Essentials: A Brief Introduction**

**ISBN:** 9781319208172

**Authors:** Campbell, R., Martin, C.R., & Fabos, B.

**Publisher:** Bedford/St. Martin's

**Publication Date:** 2020

**Edition:** 5th

## Course Objectives/Student Learning Outcomes

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One goal of this class is to introduce you to information about the history, development and current state of the media. Another, equally important goal is to introduce you to a critical perspective that enables you to ask questions about the organization, operation, and impact of the media—questions that lead to a critical understanding of media content.

## Faculty Rights and Responsibilities

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## Disability Policy

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across

three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Course Evaluation Method**

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### **Course Assignments:**

**Exams (80% of Course Grade):** We will have six exams during the semester. Each exam will consist of twenty-five multiple-choice questions covering textbook readings, Canvas notes and discussions, and viewing (or listening) assignments.

Exams are online, so you may take them as open-book. However, some of the questions will test your underlying comprehension of the material (i.e., will not draw directly from the textbook or class notes).

Each exam will be accessible via a “Lockdown Browser,” using the appropriate exam link in the appropriate Canvas module. Each exam will also require use of a webcam (for Respondus Monitor automated proctoring) and will be timed. Once you complete an exam question, you will not be able to go back to it. And once you begin an exam, you will not be able to save it and come back to it later. You must complete the exam in one sitting, within one hour.

\*You will have a safety net here, as your two lowest exam scores will be dropped.

**Attendance/Participation (20% of Course Grade):** The nature of this course makes regular attendance and participation essential to your success. (This includes the first meeting, as having not officially registered until later does not change the fact that all students' attendance/participation credit is based on the number of class meetings scheduled by the university--whether or not a student has enrolled by the time of the first meeting.) Students who attend and constructively engage during class are more likely to succeed in this course.

Please note that attendance does not automatically constitute participation. Participation also will be graded based on the quality of a student's contributions to classroom discussion and group activities.

Some class meetings could feature student groups presenting material relating to textbook readings and class discussions. Other participation credit could be attached to short, written assignments relating to course material. (Details concerning these participation elements will be discussed in class.) The quantity and quality of each student's contributions will be part of their attendance/participation grade for the course.

The following guidelines will be used to determine the attendance/participation grade:

Attendance will be taken at the beginning and end of each class meeting. We have 27 class meetings, excluding the week of final exams. This means that attendance at 27 class meetings will be required

for 100% attendance, 26 class meetings for 96.29% attendance, and so on. Thus, your attendance/participation will be graded as follows:

<u>Number Attended</u>	<u>Attendance/Participation Grade</u>
27	100%
26	96.29%
25	92.59%
24	88.88%
23	85.18%
22	81.48%
21	77.77%
20	74.07%
19	70.37%
18	66.66%
17	62.96%
16	59.25%
15	55.55%
14	51.85%
13	48.14%

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Examples of academic dishonesty include, but are not limited to, the following:

#### (A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone else take an exam, complete an assignment, or respond to in-class iClicker questions in one's place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

#### (B) Plagiarism

1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

#### (C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

In cases of academic dishonesty, the instructor will consider a variety of actions (e.g., a failing grade for an assignment at issue, a failing grade for a course in which an assignment is at issue, referral of student for further action at the administrative level, etc.), depending on the nature of the offense.

**A Note on AI:** AI technology is exciting and constantly changing. It will be finding its way into our workforces and personal lives in coming years. But in education and learning, this kind of technology is often inappropriate. A university is a place for learning—learning that AI cannot do for us. Quite often, AI denies us the opportunity to learn from our experiences and from one another, to revel in our creativity, to problem-solve, and to authentically contribute our ideas. With only the exceptions noted below, any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated.

Students in this course may use generative AI tools (e.g., ChatGPT, Dall-e, etc.) for the following activities:

- Brainstorming and refining their ideas
- Fine tuning their research questions
- Finding information on a topic
- Drafting an outline to organize their thoughts
- Checking grammar and style

Students in this course may not use generative AI tools for the following activities:

- Impersonating themselves in classroom contexts, such as by using the tool in response to discussion board prompts or for content that put into a Zoom chat.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Ultimately, you assume responsibility for any information you submit based on an AI query (e.g., that it complies with intellectual property laws, or that it contains no misinformation or unethical content). You must properly document and cite your use of AI tools to be consistent with university policies on academic integrity. Any assignment that is found to have used generative AI tools in unauthorized ways will be treated as a breach of academic integrity. When in doubt about permitted usage, please ask your instructor for clarification.

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the

instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **Course Attendance Policy:**

Attendance will be taken at each class meeting. This includes the first meeting. Having not officially registered until later during drop/add week does not change the fact that all students' attendance/participation credit is based on the number of class meetings scheduled by the university--whether or not a student has enrolled by the time of the first class meeting.

An absence will be excused only in the event of a religious observance or verification of a university-approved activity, medical reason, court appearance, or other emergency. For any circumstance other than religious observance, the instructor must receive and approve documentation verifying a legitimate reason for a student's absence. Such documentation could be a physician's note, a letter from a court, etc. The documentation must be genuine, germane, and specific.

What constitutes acceptable documentation? While the following examples are hardly exhaustive, they provide useful guides:

- A letter (on court letterhead) attesting to a student's need to be in court on the day of class would be considered appropriate.
- A mechanic's receipt showing that a student's car had to be towed or repaired at the time the student was to have attended class would be considered appropriate.

What constitutes inappropriate documentation? While the following examples are hardly exhaustive, they provide useful guides:

- An airline ticket would not be acceptable as a means of verifying that a student needed to miss class due to travel for the purpose of visiting an ailing or dying grandparent. The student would need to provide documentation not of their travel plans but rather of the reason for their need to travel and miss class. Here, a note from the grandparent's physician would be one appropriate means of documenting the student's need to miss class while visiting their grandparent.
- If a student were too ill to attend class, then paperwork attesting to the student's need to visit an emergency room, clinic, or physician's office would be appropriate. However, a simple note authorizing the student's return to class would not be sufficient. The documentation would need



to be on letterhead, signed (preferably by a physician, but perhaps by a physician's assistant), dated (including indication of the treatment period, if this covered the date(s) of the missed class meeting(s)), and noting at least the general reason for the student's need to seek medical attention.

- A student should also be sure that they don't change stories about their absence. For example, a student saying they need to go out of town and see an ailing or dying grandparent would be in some difficulty if, having told the instructor that they would provide a note from the grandparent's physician, they were to subsequently (upon arrival at their destination) say they could not obtain the doctor's note but could offer only their flight itinerary. Nor would it be any more appropriate for the same student, having obtained no appropriate documentation of their grandparent's health situation, to visit a clinic the day after returning from their trip and then claim that they missed class due to their own illness--especially if the note were dated the day AFTER the missed class and simply said that the student could return to school.

Of course, not every excusable absence will necessarily be an emergency. But if a student knows in advance of a need to travel and miss a class meeting, then the student should discuss this with the instructor as soon as is possible. If the instructor receives and approves documentation of the reason for the travel (one of necessity rather than one of convenience), then the student's absence likely will be excused. However, it is most prudent to obtain the instructor's approval BEFORE making flight reservations, hotel reservations, arrangements for car rental, etc.

AN ABSENCE IS NOT CONSIDERED EXCUSED WHEN A STUDENT SIMPLY NOTIFIES THE PROFESSOR THAT HE OR SHE IS GOING TO MISS CLASS, IS MISSING CLASS, OR HAS MISSED CLASS. THIS CONSTITUTES A COMMON COURTESY, BUT NOT AN EXCUSED ABSENCE. IT ONLY BECOMES AN EXCUSED ABSENCE WHEN, IN WRITING, THE PROFESSOR SAYS, "THIS IS AN EXCUSED ABSENCE." THE PROFESSOR WILL BE HAPPY TO PROVIDE A WRITTEN MESSAGE TO THIS EFFECT UPON REQUEST. SIMPLY E-MAIL YOUR REQUEST FOR A REPLY CONTAINING NOTIFICATION THAT AN ABSENCE HAS BEEN EXCUSED. PRESUMING THAT THE INSTRUCTOR HAS RECEIVED AND ACCEPTED DOCUMENTATION THAT VERIFIES A LEGITIMATE REASON FOR A STUDENT MISSING CLASS, THE INSTRUCTOR WILL PROVIDE WRITTEN CONFIRMATION THAT THE ABSENCE IS EXCUSED.

In instances of excused absences, the instructor has discretion as to how much attendance/participation credit will be awarded, given the credit's dual role (attendance and participation).

Whatever the reason for an absence, it's difficult to get around the reality that missing class meetings also means missing important elements of the course experience. Thus, excessive absences--whether excused or not--will be treated accordingly. For the first five unexcused absences, you shall lose only the attendance/participation points for that day. Other than religious observance, the only other exception to this penalty is for a verified university-approved activity, medical reason, court appearance, or other emergency. If you provide verifiable documentation such as a physician's note, a

letter from a court, etc. and the instructor approves this documentation, these will be considered excused absences.

Thus, six absences, whether excused or unexcused, will also result in a lowering not only of a student's attendance/participation grade, but also in a deduction of one letter grade from the final course grade indicated on Canvas. So, if you have six absences and your final course grade (i.e., that indicated on Canvas) otherwise would have been a "B," then your actual final course grade (i.e., that posted on your transcript) will be lowered to a "C." And each additional absence will result in an additional deduction of one grade level (e.g., from a "C" to a "C-") from the final course grade.

The instructor presumes that college students are mature enough to be aware of their promptness, tardiness, and/or absenteeism throughout the semester. Thus, he does not assume responsibility for monitoring each student's cumulative attendance record, checking for each student's risk of exceeding the above guidelines' benchmarks for excessive absenteeism and grade reductions at various times during the semester, or notifying each student of their risk for exceeding these benchmarks at various times during the semester. The instructor will be happy to provide such information upon request. But it is each student's responsibility to make such a request.

Furthermore, two tardies will equal an absence. Hence, it would behoove you to make appropriate arrangements for transportation, child care, etc. so that you can be in class on time!

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## **Time Commitment Per Credit Hour**

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened,

intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## Course Grading Scale

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Letter Grade	Letter Grade
A	93 - 100%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

## Grade Appeal Process

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## Policy on Make-up Tests, Late work, and Incompletes

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### Make-up and Late Work:

No make-up exams will be given. Nor will any other work be accepted late. Late work will simply receive a grade of zero ("0").\* (If an exam is due by 11:00 p.m., for instance, and you submit it at

11:01 p.m., then the assignment will be considered late.) The only exceptions to this policy concerning make-up or late work will be in verifiably exceptional circumstances such as:

- University athletic, scholastic or performance team events
- Military or legal obligations
- Serious illness or medical condition of self or close family member

\*except as provided for in relevant Provost's memoranda:

<http://www.fau.edu/provost/files/religious2011.pdf> and

<http://www.fau.edu/provost/files/studentabsences.pdf>

If a student requests an opportunity to make up work, the instructor will not make any arrangements with a student for make-up work until the instructor has seen documentation of a legitimate reason for missing an assignment deadline, accepted the documentation, and excused the missed deadline. The student must request the make-up opportunity within a reasonable period of time following the missed assignment's original deadline (published in the syllabus or published on Canvas). What is a reasonable period of time? The university's standard for some circumstances of missed assignments (e.g., those where assignments need to be made up due to absences required for university-sponsored activities) is "ordinarily by the next scheduled class meeting" (<https://www.fau.edu/academic/registrar/FAUcatalog/academics.phpe>). Hence, for this class, a reasonable period of time for the student making arrangements to make up missed work would be by the next class meeting after the class meeting missed or the assignment deadline missed.

If the instructor does not have time to accept (or reject) the documentation, excuse the missed deadline, and arrange for the student to make up their work by the time the student's final course grade must be submitted, then the instructor will calculate the student's grade without said work and submit the resulting grade as the student's final course grade.\*

\*except as provided for in relevant Provost's memoranda:

<http://www.fau.edu/provost/files/religious2011.pdf> and

<http://www.fau.edu/provost/files/studentabsences.pdf>

### **Incomplete Grades:**

The university discourages the use of the "I" grade for incomplete course work in anything but legitimately and verifiably exceptional circumstances (e.g., the sorts of circumstances justifying an excused absence in the course). For a student to receive an "I," the student must have completed most of their work for a course, with only a final assignment or exam needing to be made up. And the work must be completed within a specified period of time (no longer than a year after the course's end date). Otherwise, the "I" automatically reverts to the grade that the student had otherwise earned by the course's original end date.

The University policy states that a student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed ONLY if the student is passing the course. The student must show exceptional circumstances why requirements cannot be met. A request for an incomplete grade has to be made in writing with supporting documentation, where appropriate.

*If you have any concerns about this course that I have not addressed, please contact the Director of the School of Communication and Multimedia Studies, Dr. Carol Bishop Mills: [scms@fau.edu](mailto:scms@fau.edu)*

## Special Course Requirements

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### Course Delivery Mode:

This is an in-person course, with many course materials and assignments accessible only through FAU's learning management system, known as Canvas. Grades and many course materials will be posted on the Canvas site (<https://canvas.fau.edu/>). Students should check Canvas frequently for the latest course information. Students should also monitor their Canvas messages for course updates. Students must log into Canvas with their FAU ID and Password to access the materials and assignments in this course. Any student who does not know their FAU ID or Password should click the following link for help:

[Link to Office of Information Technology Help](#)

Once logged into Canvas, please make sure your Internet browser is compatible with Canvas.

The course is organized into modules on Canvas, with dates provided for each module. Please pay close attention to start and due dates. Module dates are listed in the syllabus course outline. If changes are made, they will be posted online and announced via Canvas.

Student Responsibilities for Online Learning:

Computer malfunctions or user errors cannot be used as excuses in online learning. That would be chaos. Everyone who didn't turn something in could just say "I thought it posted" or "I had technical difficulties."

In taking this online class, you are agreeing to the following:

1. You will keep track of your own due dates. Use a planner, phone, print out the syllabus... Whatever you do, I will not be reminding you of due dates. And "not knowing" about a due date is NOT an acceptable excuse for late work
2. You will **check to make sure that your work has posted** and when you have submitted your exam. "I did it, but I didn't see that it hadn't posted" is not an acceptable excuse for late work. It will

take you about ten seconds after you post something to just check for yourself that it is posted.

3. I am not a computer technician. If you have technical difficulties (e.g., you are unable to access a video or download a document) you should contact either OIT or e-learning to resolve the issue yourself. Of course, you will need to have started early enough that you can do this, which brings me to....

4. You will **do your assignments early enough** so that you will have time to resolve any technical difficulties. If you leave it to the last minute, technical difficulties are NOT an acceptable excuse for late work. My assumption is that you are working on assignments during the entire period of each module, and not waiting until the due date/time to complete assignments.

### **Communication Policies:**

Most questions can be easily and conveniently answered via the Canvas inbox messaging system. I get a lot of emails, so I do strongly recommend using the inbox messaging system in Canvas. Please put the title of the class in your subject header.

If you have questions about course content (when something is due, how to do it etc.) please do the following first: 1) If this is in regards to an assignment, check the weekly folders 2) Next check the course announcements or your email, 3) Finally, if you haven't found the answer to your question *after having done the above*, please send me your question.

- Assignment Feedback Policy: Feedback will be provided on submitted assignments within one week of the due date. Feedback will be in the form of numeric grades and/or comments.
- Course-Related Questions: Questions sent to the instructor between Sunday afternoon and Friday afternoon will generally be answered within 24 hours.

### **Netiquette:**

Just as with any public space, you are expected to refrain from any behavior or language that is perceived as threatening to others while online. In an online environment this includes a) using all capitals, b) using derogatory or c) threatening language. This does not include healthy debate (which is necessary and vital to our work) or politely challenging the ideas of another. Make sure that you are aware of FAU's policies on netiquette which can be found at:

<http://www.fau.edu/oit/student/netiquette.php>

## **Policy on the Recording of Lectures**

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording class activities other than class lectures, including but not limited to student presentations

(whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Fostering a Fruitful Academic Environment:**

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly is the keystone of the academic experience. In this course, the professor may articulate positions and make statements for the purpose of accomplishing this objective and enhancing the learning environment. As a result, students should keep in mind that, at times, the ideas conveyed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)

- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

### **Technical Support:**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eLearning Success Advisor for assistance: 561.297.3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket [Link to Help Desk](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  1. Select “Canvas (Student)” for the Ticket Type.
  2. Input the Course ID.
  3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  4. Attach the Print Screen file, if available.
4. If you do not hear back from the Help Desk within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.
5. After submitting a Help Desk Ticket, inform your instructor. Include all pertinent information (3b-d above). Keep your instructor informed of the status.
6. If you're unable to submit a ticket with the FAU Help Desk online, then contact the FAU Help Desk via phone (561-297-3999) and then inform your instructor. Include all pertinent information (3b-d above). Keep your instructor informed of the status.

\*\* Most Canvas issues can be resolved by clicking on the “Help” tab located on the menu bar. \*\*



By clicking the “Help” tab you will be able to:

- Report a Problem
- Search Canvas Guides

## **Course Topical Outline**

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Each module entry indicates readings and assignments to be completed in a specific period of time. Within modules, weeks with \* merely indicate suggested dates for completing viewing/listening assignments and reading assignments in order to stay on track. Please note that viewing/listening and reading assignments are indicated in black. Exams, along with their required due dates and times are indicated in **bold red print**.

### **Module 1 (August 23-September 1)**

Video Course Introduction and Overview of Module 1 (View Video on Canvas)

Chapter 1: Mass Communication: A Critical Approach

Viewing Assignment: *CNN Newsnight* Stories from March 11, 2002

Viewing Assignment: Comparison of *NBC Nightly News* and *The Daily Show*

Chapter 2: Books and the Power of Print

**Exam #1 (Covering Chapters 1-2, Class Notes, and Module 1 Assignments) Due by 11:00PM on September 5**

### **Module 2 (September 6-September 15)**

Video Overview of Module 2 (View Video on Canvas)

Chapter 3: Newspapers to Digital Frontiers: Journalism's Journey

Viewing Assignment: Comparison of Newspaper Front Pages

Chapter 4: Magazines in the Age of Specialization

Viewing Assignment: James Fallows Discussing News Magazines' Problems & Opportunities

**Exam #2 (Covering Chapters 3-4, Class Notes, and Module 2 Assignments) Due by 11:00PM on September 19**

**Module 3 (September 20-September 29)**

Video Overview of Module 3 (View Video on Canvas)

Chapter 5: Sound Recording and Popular Music

Chapter 6: Popular Radio and the Origins of Broadcasting

Viewing Assignment: *Empire of the Air* (Documentary About Early History of American Radio)

Listening Assignment: Comparison of NPR and CBS Radio Newscasts

**Exam #3 (Covering Chapters 5-6, Class Notes, and Module Assignments) Due by 11:00PM on October 3**

**Module 4 (October 4-October 13)**

Video Overview of Module 4 (View Video on Canvas)

Chapter 7: Movies and the Impact of Images

Viewing Assignment: Excerpts from *Bicycle Thieves*, *The 400 Blows*, *Cries and Whispers*, and *Dreams* (Four Examples of Alternatives to Dominant Hollywood Cinema)

Chapter 8: Television, Cable, and Specialization in Visual Culture

**Exam #4 (Covering Chapters 7-8, Class Notes, and Module Assignments) Due by 11:00PM on October 17**

**Module 5 (October 18-November 3)**

Video Overview of Module 5 (View Video on Canvas)

Chapter 9: The Internet and New Technologies: The Media Converge

Chapter 10: Electronic Gaming and the Media Playground

Viewing Assignment: *Digital Nation*

Chapter 11: Advertising and Commercial Culture

Viewing Assignment: *The Greatest Movie Ever Sold*

**Exam #5 (Covering Chapters 9-11, Class Notes, and Module Assignments) Due by 11:00PM on November 7**

**Module 6 (November 8-December 1)\***

Video Overview of Module 6 (View Video on Canvas)

Chapter 12: Public Relations and Framing the Message

Viewing Assignment: Comparing TV Ads from Green Giant and GE

Chapter 15: Social Scientific and Cultural Approaches to Media Research

Viewing and Listening Assignments: Excerpts from *War of the Worlds* and *Prelude to War*, Video Examples of Dewey/Media Community, Agenda-Setting, and Cultivation Theory

**Exam #6 (Covering Chapters 12 & 15, Class Notes, and Module Assignments) Due by 1:00PM on December 8**

**\*No Class Meeting on November 10, in Observance of Veteran's Day\***

**\*No Class Meetings on November 22 and November 24, in Observance of Thanksgiving Break**

**\*No Class Meeting on December 6, in Observance of Reading Day**