



JOUR-111: INTRODUCTION TO MASS COMMUNICATION

Also listed as: COMM-111

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

JOUR - Journalism

Course Number

111

Course Title

Introduction to Mass Communication

Short Title

Intro to Mass Communication

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:



- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

COMM-111

C-ID (Admin Only)

C-ID JOUR 100

CB 00

CCC000648974

Course Title

Introduction to Mass Communication (formerly COMM-110)

Catalog Description

This course provides a survey of mass communication and explores the relationships between media, people, and society. The course covers media history, structure, and trends in books, newspapers, magazines, radio, television, recorded music, film, home video, and the Internet. Students will research mediums, apply theories, and analyze media effects within the context of economics, technology, law, ethics, and social issues.

Codes

TOP Code (CB 03)

0610.00* - *Mass Communications

CIP Code

09.0102 - Mass Communication/Media Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze the development, structure, and effects of various communications media (books, magazines, newspapers, radio, recorded music, film, home video, television, telephone, and the Internet) through the application of theories (economic, critical, functional, behavioral, and diffusion).
2. Assess the evolution of modern media, exploring their role in the Information Age and globalization, and evaluate control of access to these media.
3. Evaluate the communication infrastructure (electronic and broadcast networks) and assess economic, political, and privacy issues related to these networks.
4. Evaluate coverage and objectivity of news sources which use various media as determined through varied social science research.
5. Debate the impact of forms of entertainment on prosocial and antisocial behavior through the application of both qualitative and quantitative theories of media effects.
6. Appraise the impact of the Internet on media and predict future trends, including media convergence and issues of intellectual property, copyright, and privacy.
7. Examine the current structure of the advertising and public relations industries, analyze influence of technological changes, and assess techniques used by the industries to reach mass and segmented audiences.
8. Debate issues of public policy, law, and ethics (such as freedom of speech, privacy, media ownership, equal access, and copyright) as they relate to various media.
9. Discuss the importance of Media Literacy skills in the world of convergent media and the new world of artificial intelligence.
10. Analyze the different types of representations used in Mass Media including historically marginalized groups such as LGBTQIA+, different ethnicities and races, or disabilities and apply mass media theory / research to help understand the impacts on society.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will identify and evaluate ethical and legal dilemmas facing media practitioners today.
2. The student will apply theories of media effects, evaluate their impact on society, and analyze how media regulation affects consumers.
3. The student will analyze the impact of channels on target audiences by exploring the varied types of media, examine current structures of advertising and public relations industries, and assess techniques used to reach mass and segmented audiences.

Program Learning Outcomes

Learning Outcome

Methodically find information through the Internet, public documents, and personal interviews. Assess, analyze, and interpret the quality of information gathered for news stories.

Demonstrate news judgment that identifies and develops story ideas through observation, reading, and attention to global and local events.

Create concise, clear, and accurate writing that engages the audience with engaging storytelling. Then, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Develop cultural competence by understanding how different cultures influence perspectives, attitudes, and personal interaction with the world. Discover and utilize ethical standards and constitutional laws that guide journalism excellence.

Utilize media literacy to navigate through a rapidly changing media world, understanding media's influence on society, community and the democratic process, and also integrate the power of image in shaping society's understanding of the world.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Communication media in change
 - a. Media convergence
 - b. The evolution of media from Gutenberg to the Internet and the emergence of modern mass media
 - c. The pervasiveness of media / Propaganda / Influence on culture
 - d. Media globalization and understanding the global perspectives of mass media - and understanding how this impacts different groups historically marginalized groups like LGBTQIA+, Women, different ethnicities, and disability groups. Also how globalization impacts local cultures.
 - e. Mass media literacy
 - f. Disinformation
 - g. Misinformation
 - h. the impacts of disinformation and misinformation on historically marginalized groups like LGBTQIA+, Women, different ethnicities and disability groups.
2. Media theory
 - a. Economic models
 - b. Critical and cultural studies
 - c. the impact of mass media on inequality and cultural stereotypes
 - d. Societal functions
 - e. Behavioral theories
 - f. Diffusion of innovations
3. History, trends, and social issues related to media categories
 - a. Books and magazines
 - b. Newspapers
 - c. Radio and home video
 - d. Film and home video
 - e. Television
 - f. Gaming
 - g. The Internet
 - h. Social media
 - i. Video games
 - j. the change that has occurred in each industry
4. Communications infrastructure
 - a. Telephone and cellular networks
 - b. TV broadcast, cable, and satellite networks
 - c. Historical development
 - d. Social issues: ownership, economics, and privacy
 - e. the digital divide and the impact on inequalities
5. Business, organizational, and governmental uses of media

- a. Public relations
- b. Advertising
- c. Journalism
6. Communication media effects
 - a. Theories of media effects
 - b. Research methods (quantitative and qualitative)
 - c. Individual beliefs and values
 - d. Prosocial and antisocial behavior
 - e. Equality and inequality
 - f. examining diverse perspectives which include a wide range of interests, backgrounds, and experiences. Diverse perspectives should include diversity of groups of people and individuals with diversity of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. It should also include a diversity of experiences, viewpoints, backgrounds, and life experiences within Mass media.
 - g. Cultural impacts and the digital divide
 - h. Influence on educational, political, and economic institutions
7. Media ethics and controls
 - a. Media policies of organizations and governmental agencies
 - b. Legal controls: Freedom of speech, copyright law, ownership, and privacy
 - c. Ethics and social responsibilities
8. Media Literacy
9. How to Fact Check
10. The Use of AI in Mass Media
11. Show the different impacts of mass media on historically marginalized groups who tend to be discriminated against and whose voices tend to be muted, not covered, or stereotyped.

Methods of Instruction

Method

Discussion

Integration

Students may be placed into groups to discuss and analyze genres of programming, trends of globalization and audience segmentation, future trends, and effects of music, programming, and advertising. Students can also discuss the impacts of mass media on societal views as well as mass media from a variety of viewpoints different than their own including different genders, disabilities, and races. This can include the media's portrayal of marginalized groups and the impact that this has on these groups and society as a whole. (for example, the media's tendency to portray Arabs as terrorists and the impact this can have on the Arab and Muslim population of a community) Differing viewpoints will include a wide range of interests, backgrounds, and experiences. Students will explore and discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Discussion boards will be used to foster community in the classroom and to discuss readings on mass media topics. The discussions will ask students to engage with accessible course content and participate in asynchronous discussions. Instructions to discussion boards will meet accessibility requirements. All communication will use a Course Management System (CMS).

Method

Film/video Viewing and Discussion

Integration

Supporting visual materials (film or multimedia), that clarify content will be shown. For example, films that trace the history and evolution of modern communications media, analyze the media infrastructure, and/or introduce media theories and research on media access and effects may be shown. Differing viewpoints will include a wide range of interests, backgrounds, and experiences. Students will media from differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Supporting visual materials (film or multimedia), tracing the history and evolution of modern communications media, analyzing the media infrastructure, and introducing media theories and research on media access and effects can easily be incorporated into the format via mash-ups or links with closed captions or transcripts to be displayed within the CMS.

Method

Papers and Reports

Integration

Individual and group research concerning issues of technology, news coverage, media effects, public policy, law, and ethics (e.g., freedom of speech, privacy, media ownership, equal access, copyright, etc.) will be conducted and shared. This can be done in the form of research papers that can be done on different components of the mass media course, including mass media research, convergence, propaganda, the influence of ownership on mass media, and more. Additionally, students can research and write about the influence of different types of mass media on societal groups.

DE Adaptations for MOI

All research papers or papers can be typewritten and submitted through the applicable assignment area in the CMS.

Method

Lecture

Integration

The lecture will be used to teach students about the different types of mass media, issues of convergence, mass media literacy in a world full of disinformation, and other issues related to mass media. All materials will meet accessibility requirements. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures will also discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOI

Lectures will be delivered through closed-captioned videos, accessible slide presentations, and written instructions. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures will also discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas. All lectures will meet accessibility requirements. All communication will use Course Management System (CMS), or accessible video conferencing.

Method

In-class Exercises

Integration

Students will be asked to participate in a variety of in-class exercises to help them understand the application of mass media in their lives. For example, the students could be asked to evaluate a series of mass media headlines for sensationalism and propaganda. In addition, students could be asked to complete a media diary of the media they consume and then discuss the impacts with in the classroom.

DE Adaptations for MOI

In-class exercises can be done within the CMS in the form of activities - such as the media diary which can be submitted to the CMS for an assignment.

Method

Reading

Integration

Readings about the varying types of mass media available and the history of each of them will be used to increase students' knowledge of the field. These readings will also be inclusive and contain diverse perspectives from journalists from diverse backgrounds and differences in race, gender, and sexual orientation.

DE Adaptations for MOI

Readings will be delivered through textbooks and accessible documents including OER resources when available.

Methods of Evaluation**Method**

Papers

Integration

Papers ask a student to apply important concepts and skills to the student's experience inside or outside the classroom and include relevant fact-based research on the concepts. They focus on the analysis of genres of programming, trends of globalization, and audience segmentation. Other topics could include, mass media research theories, effects of mass media on society and marginalized communities, ethical and legal issues in mass media, propaganda, and others. Papers will be evaluated according to content, format, and writing standards.

DE Adaptations for MOE

Papers will be graded via the learning management's rubrics and additional, clarifying written and/or captioned audio feedback will be provided by the instructor within two weeks of the submission.

Method

Exams/Tests

Integration

A combination of objective questions on important concepts (previously quizzed, applied, or discussed in class) and essay questions that show critical thinking will be evaluated using the content standards of the lecture and textbook. For example, "Briefly explain the concept of social responsibility. Select a controversial media product (advertisement, song, film, etc.) and evaluate it concerning social responsibility." The student will be graded on their answers and comprehension of these course concepts.

DE Adaptations for MOE

Online tests can be completed within the CMS. The online tests will help assess the learning outcomes 1-8 as the student progresses through each learning module. For example, students can be asked to identify the differences between qualitative and quantitative media effects and theories through a test question. This can be directly tied to learning outcome #5 in which students should be able to differentiate theories. These tests will be graded automatically within the CMS, and feedback will be provided in the gradebook.

Method

Homework

Integration

Short essays will apply course-related concepts (including those tested in quizzes) to the student's past and present media experiences and will be evaluated by content, format, and writing standards. For example, "Access a commercial web page on the Internet and click on one of the banner ads which interests you. Describe your experience and analyze the strategies used by the advertiser."

DE Adaptations for MOE

Homework can be used to assess comprehension of readings and the ability to apply course concepts and skills. Reading responses will be graded via the learning management rubrics feature, and quizzes will be self-graded in the CMS. Additional feedback will be provided by the instructor in the comment box or in the document itself using the grading features within 2 weeks of student submission.



Method

Presentations

Integration

Group or individual research projects and/or oral presentations related to concepts and skills developed throughout the course, such as issues of technology, news coverage, media effects, public policy, law, and ethics (e.g., freedom of speech, privacy, media ownership, equal access, copyright, etc.) will be assigned. Presentations would be evaluated according to content, format, and writing standards. Presentations will be encouraged to discuss differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

DE Adaptations for MOE

An individual research project submitted by email or within the CMS. This type of research project can be used to showcase the student's understanding of the course objectives. The student can submit a recorded voice-over Powerpoint that shows their understanding of the mediated modern world. For example, this PowerPoint could be an analysis of the structure of the advertising and public relations industries, analyze the influence of technological changes, and assess techniques used by the industries to reach mass and segmented audiences which is tied to learning outcome #7. The grading will be done in the CMS grade book and should include substantive feedback and the use of a grading rubric.

Assignments

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a slide show with a voice-over video that explains the history of one of the following types of mass media: TV, Movies, Books, Internet, Radio, Recording Industry, or Video Games - and explain how this form of mass media has influenced your life. Create a PowerPoint voiceover using at least 10-12 slides that include a topic chosen from the Units covered in class and should showcase an overview of the topic and the important concepts within the topic. For example: Newspapers, Overview, History, and implications. Assignments will be graded based on the thoroughness, correctness, and visual appeal of the content presented on the slideshow.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

In assigned groups of two or four students develop a debate presentation that focuses on a current issue related to communications media. For example, much of the current controversy about indecency and obscenity in media today centers on the Internet. For policy-makers, much of that attention for the last several years has centered on whether to require libraries and schools to filter out indecent or obscene material when children are using the Internet. If you chose this topic you could research information on Internet

filtering technologies and prepare to debate the desirability and effectiveness of filtering as a solution to this issue. Assignments will be graded based on content, thoroughness, and presentation of both sides of the issue.

How assignment will be adapted in online format

Students can work together via email and videoconference technology to collaborate. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Semiotic analysis is the systematic assessment of how visual or aural signs are used to create meaning. For example, in the Star Trek series, a musical theme (signifier) is used to announce that the starship Enterprise is about to come to the rescue (concept). Write a paper that analyzes visual and aural signs in a familiar television program, advertisement, or film. Assignments will be graded based on content, thoroughness, and format.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read An Analysis of LGBTQ+ Representation in Television and Film

by Katelyn Thomson - https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1053&context=bridges_contemporary_connections

Then answer the following questions -

What stereotypes are commonly used in TV and film to represent the LGBTQ+ community? What are some examples that are given? What are some of the harmful effects these stereotypes may have on society? Which media theories can be applied to this article and why? Your analysis will be written in APA formatting and need not include sources other than the readings provided. Your responses will be evaluated on your comprehension of the material and your ability to critically engage with the ideas presented in the readings.

How assignment will be adapted in online format

The instructor will provide the readings for the students which will be available in the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications will be made available in the CMS and must meet accessibility guidelines.

Assignment Type

Writing



In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read an article about an empirical study that is published in a scholarly journal such as the Journal of Communication, Journal of Broadcasting and Electronic Media, Critical Studies in Media Communication, or Journalism and Mass Communication Quarterly. Let me know if you need help finding a scholarly journal or stop by the library and get help from a librarian for this assignment. Write a summary of the main points of the article in a page or less, focusing on the major questions, the theory the authors are working with to help understand or address those questions, the method used to carry out the study, the major findings, and the authors' conclusions about what the study means. Then evaluate what you like and don't like about the study from the standpoint of the features discussed in this chapter: the nature of the sample, the size of the sample and the way it's collected, the design of the study, the reliability of the study, the soundness of the analysis, and the validity of the study. In general, do you think the topics or questions that the author addressed are important? Why or why not? How convinced are you that the way the authors addressed those topics sheds an important light on the topics or questions? The point here is to alert you to what it means to be a literate consumer of mass media research. If you understand the basics of evaluating research and get an overview of the kinds of concerns media researchers have had over the decades, you will be able to ask the right questions and critically evaluate the answers to those questions. Assignments will be graded based on content, thoroughness, and format.

How assignment will be adapted in online format

Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other form of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials

Textbooks

Straubhaar, LaRose & Davenport (2017). Media Now: Understanding Mass Media and Culture Thompson & Wadsworth (Cengage). ISBN: 1305950844
Baran (2024). Introduction to Mass Communication: Media Literacy and Culture 2024 Release McGraw Hill. ISBN: 1266360239
Campbell, Martin & Fabos (2021). Media & Culture--13th Edition Bedford St. Martins. ISBN: 1319244939
Turow, Joseph (2023). Media Today: Mass Media in a Converging World Routledge Eighth Edition. ISBN: 9780367680299

Open Educational Resources

Poepl, M.(2018) - Media, Society, Culture and You - <https://open.umn.edu/opentextbooks/textbooks/630>

Understanding Media and Culture an Intro to Mass Communication - <http://open.lib.umn.edu/mediaandculture/>

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has language detailing more diversity and inclusion in course materials and the discussion areas, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Language has been included in the course to be inclusive of these items through awareness of how media portrays a variety of viewpoints. As students are analyzing the media they consume it is important to include all applicable voices in the mass media analyzed, this is covered extensively in the COR and the course materials.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students will be able to analyze mass media to understand diverse voices, in so doing they will understand how media portrays diverse populations. Different learning styles will be enhanced through the use of video recordings along with text-based information, additionally, there will be different styles of assignments - including assignments that are not just text-based. Finally, there will be a focus on the history of different media types and their diverse voices in society through readings/biographies/stories, and their work. Lectures will work to include perspectives to include a wide range of interests, backgrounds, and experiences. Lectures, assignments, reading, and discussions will also address differing viewpoints among groups of people and individuals with different ethnicities, races, socioeconomic statuses, genders, exceptionalities, languages, religions, sexual orientations, and geographical areas.

Interactions**Explain how the course will incorporate student-to-student interaction.**

This course will require the use of discussion posts within the CMS in both face-to-face and online classes to facilitate student-to-student interaction - additionally, there are collaborative group assignments where the students can work together and engage to discuss mass media topics. Finally, peer-review analysis of mass media can be used to encourage understanding and interaction on mass media literacy topics. Also, small group discussions and in-class activities can help to allow students to engage with one another.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will provide weekly announcements which will also be emailed to each student. These emails can be text announcements or video announcements. Certainly, there will be instructor-to-student interaction in the form of feedback on student work. Additionally, having the instructor roam the room in a face-to-face setting during student groups is a great opportunity for instructor-to-student engagement. Finally, students can email questions and get help from instructors by email.

Explain how the course will incorporate student-to-content interaction.

Additionally, the discussions will allow for student elaboration on the course content. Students will be required to apply what they have learned in the readings and the course content/lectures through their voice-over PowerPoint presentations, class activities, and their analysis and evaluation papers.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will be asked to reflect on their own media habits and behaviors as well as consumption. They will also be able to do so in self-reflection on how these media habits impact their ideas, behavior, values, and worldviews.

Key: 966