



**Mass Media and Society**  
**BTMM 20**  
**Temple University**  
**Spring 2006**  
**Professor Renee Hobbs**

**Synopsis**

Media industries, including newspapers, radio, music recording, television, book and magazine publishing, and the internet, are going through a period of tremendous growth and change. The mass media that we experience today can only be understood by examining the history, economics, and industry structure of these institutions, including the changing social and regulatory contexts. This course also introduces students to specific approaches for becoming more enlightened consumers and producers of mass media messages by strengthening skills of reasoning, research, critical thinking, creativity, and communication.



**Faculty**

Renee Hobbs, Ed.D.

Associate Professor, Department of Broadcasting, Telecommunication and Mass Media  
Director, Media Education Lab, Temple University

School of Communications and Theater

Office: 320 Annenberg Hall

Phone: (215) 204-4291

Web: <http://reneehobbs.org>

Email: [renee.hobbs@temple.edu](mailto:renee.hobbs@temple.edu)

Office Hours: Mondays 1 p.m. – 2 p.m. and other times by appointment

**Teaching Assistants**

Each student will be assigned a graduate teaching assistant who will provide support and guidance as needed. TA assignments can be found on Blackboard. If you would like consultation on the preparation of assignments or have questions about your grades, you may contact your TA the course by email or in person at the times listed below in Annenberg Hall, Room 1A.

Leanne Chang

Email: [lchang@temple.edu](mailto:lchang@temple.edu)

Office Hours: Tuesdays, 11 – 12

Maggie Griffith

Email: [Margaret.griffith@temple.edu](mailto:Margaret.griffith@temple.edu)

Office Hours: Mondays, 2:40-3:40

Kelly Ryan

Email: [keisryan@temple.edu](mailto:keisryan@temple.edu)

Office hours: Mondays, 12:40 - 1:30 pm

## **Course Meeting Time and Locations**

Mondays – Wednesdays, 10:40 – 12:30, Gladfelter Hall L024

## **Required Reading**

Rodman, George (2003). *Making Sense of Media*. Allyn and Bacon.

*New York Times*, Monday – Friday

Additional required reading will be available on Blackboard.

## **Course Goals and Objectives**

1. Students will become more reflective and aware of their media use habits, choices and social behaviors as media consumers;
2. Students will gain knowledge about the a) history, b) economics, and c) industry structure of newspapers, magazines, book publishing, film, television, radio and music recording, and the Internet;
3. Students will develop media literacy skills by analyzing messages to examine point of view, construction techniques, and authorial intention in various media forms and genres;
4. Students strengthen literacy skills of reading, writing, speaking and listening through assignments and activities that require the analysis and synthesis of ideas, information, and concepts;
5. Students develop research skills involving gathering, accessing and evaluating information using books and scholarly journals, library databases, and web resources;
6. Students gain an understanding of media production processes through the construction of a series of web pages;
7. Students will strengthen creativity and problem-solving through media analysis and production activities.

## **Course Requirements**

The course uses a 1000-point grading system. Each of the assignments listed below will be introduced by the instructor, who will provide in writing specific expectations and criteria for evaluation. Assignment materials will be available under “Assignments” on the course Blackboard site.

### Midterm (100 pts) and Final Examination (150 pts)

Students demonstrate their understanding of the course lectures and readings in this short answer/essay format examination.

### M.A.P. Media Analysis Project (400 pts)

Students compose an original series of written works (from 750 to 3000 words) designed as linked web pages, and published to a website. Using the genres of memoir, critical essay, and research paper, students explore topics including:

MAP #1: Memoir: Media in my Childhood (100 pts)

MAP #2: Critical Essay: Advertising Analysis (150 pts)

MAP #3: Research: News Media Comparison-Contrast (150 pts)

Each MAP will offer students a specific grading rubric describing the criteria for evaluation and provide guidance on preparation of content and format.

### Homework Activities (250 pts)

Students complete short response papers after completing activities to promote critical thinking and reflection and to strengthen library research and analysis skills. They participate in online quizzes to measure reading comprehension. They participate in research activities. They respond to the MAP assignments created by their peers. Some activities are conducted during the class lectures. These assignments will be announced in class and on Blackboard.

### Class Participation (100 pts)

In lectures and on the Blackboard, students share their interpretations of the course readings and classroom activities, demonstrating active learning, thoughtful questioning, respectful dialogue and effective discussion skills.

## **Grading Scale**

Grades represent the instructor's assessment of your work as compared to clearly identified criteria for evaluation and in relation to the performance of others in the class. A grade of A represents outstanding or exceptional work; an A- indicates very high quality but not outstanding work; a B+ represents very high quality work but with some limitations or evident weaknesses; a B indicates competent quality work. A B- is competent quality work, with some limitations or evident weaknesses; a C+ is adequate work with some elements that suggest high quality. A C is adequate work, fulfilling the criteria for evaluation. A C- is adequate work, with some elements that are limited or flawed. A grade of D+, D, or D- is inadequate work, usually reserved for assignments that are extremely poorly executed or for some other failure to meet the criteria for evaluation.. A work not submitted by the deadline will be awarded an F.

NOTE 1: Because media businesses rely on strict adherence to deadlines, the instructor employs a similar deadline standard. Please do not ask for an exception.

NOTE 2: The instructor uses the following unique grading scale, which may differ from other scales you are familiar with. When you receive your grades, please use this scale to convert to letter form.

1000 – 950	A
949 – 900	A-
899 – 850	B+
849 – 800	B
799 – 750	B-
749 – 700	C+

699 – 650	C
649 – 600	C-
599 – 550	D+
549 – 500	D
<500	F

### **Policy on Disabilities and Special Needs**

Any students who have a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation. Contact Disability Resources at (215) 204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

### **Policy on Plagiarism**

Students are expected to produce substantial amounts of writing for this course, and it is expected that you will be the author of all the work you submit. Students should use the American Psychological Association (APA, 5<sup>th</sup> edition) citation format for identifying all materials used for reference and information gathering. Please consult the instructor(s) if you have questions on how to identify the information sources that you use in preparing your work. Penalties for plagiarism may range from a reduced grade on an assignment to failing the course.

### **Policy on Attendance and Class Participation**

Attendance at all lectures is expected as a sign of your intellectual curiosity and commitment to the learning process. The instructor will use class attendance as a major element to assess class participation. More than two missed classes in the semester will lower your course grade. Students are expected to participate in all interactive learning experiences and to demonstrate critical thinking and synthesis skills in small group discussions. Students will also receive class participation credit for using the online discussion forums on Blackboard.

**BTMM 20**  
**Mass Media and Society**  
**Course Schedule**  
**Spring 2006**  
**Professor Renee Hobbs**

<b>PART I INTRODUCTION TO MEDIA STUDIES</b>	
W 1/18	Introduction to the Course
M 1/23	Reflecting on Media Use Habits READ: Rodman, Chapter 1 “Introduction” (pp. 1 – 34) READ: Blackboard
W 1/25	Mass Media in Historical and Cultural Context Basics of Web Production ASSIGN: MAP #1 READ: Blackboard
M 1/30	Introduction to Media Literacy READ: Blackboard
W 2/1	Television’s Dominance in the Media System READ: Rodman, Chapter 8, “Television” (pp. 234 – 269) READ: Blackboard
M 2/6	Book Publishing READ: Rodman, Chapter 2, “Books” (pp. 36 – 65) READ: Blackboard
W 2/8	Introduction to Advertising and Media Economics READ: Rodman, Chapter 10, “Advertising” (pp. 301 – 333) READ: Blackboard DUE: MAP #1
M 2/13	Public Relations READ: Rodman, Chapter 11 “Public Relations” (pp. 334 – 364) READ: Blackboard
W 2/15	Critical Analysis of Advertising READ: Blackboard ASSIGN: MAP #2

<b>PART II</b>	<b>MUSIC, MEANINGS, MESSAGES, AND EFFECTS</b>
M 2/20	Radio Industry READ: Rodman, Chapter 6, "Radio" (pp. 168 – 201) READ: Blackboard
W 2/22	Recording Industry READ: Rodman, Chapter 7, "Recording" (pp. 202 – 233) READ: Blackboard
M 2/27	VIEW: The Ad and the Ego READ: Blackboard
W 3/1	The Rise of the Internet as a Mass Medium Thinking Critically about Web Page Design READ: Rodman, "Internet," Chapter 9 (pp. 270 - 300) READ: Blackboard
M – W 3/6 and 3/8	SPRING BREAK – NO CLASSES
M 3/13	Reflecting on Media Effects READ: Rodman, Chapter 12, "Media Impact" (pp. 366 – 397) READ: Blackboard
W 3/15	Student-Led Presentations & Discussion READ: Blackboard DUE: MAP #2
M 3/20	Midterm Examination

<b>PART III</b>	<b>UNDERSTANDING INFORMATION MEDIA</b>
W 3/22	Finding and Using Information about Mediag READ: Blackboard ASSIGN MAP #3 READ: Blackboard
M 3/27	Shaping Factors in the Newsmaking Process READ: Blackboard
W 3/29	The Past, Present and Future of Newspapers READ: Rodman, Chapter 3, "Newspapers," (pp. 66 – 99) READ: Blackboard
M 4/3	Approaches to Analyzing Broadcast News READ: Blackboard

W 4/5	Magazine Publishing READ: Rodman, Chapter 4, “Magazines” (pp. 100 – 130) READ: Blackboard
M 4/10	Organizational Values and Ethics in Journalism READ: Rodman, Chapter 14, “Media Ethics” (pp. 430 – 452) READ: Blackboard
<b>PART IV</b>	<b>THE RISE OF THE IMAGE</b>
W 4/12	Reflecting on Media Use Habits II READ: Blackboard
M 4/17	Film History and Industry READ: Rodman, Chapter 5 “Movies” (pp. 132 - 167) READ: Blackboard
W 4/19	Media Regulation READ: Rodman, Chapter 13 (pp. 398 - 429) READ: Blackboard DUE: MAP #3
M 4/24	Student-Led Presentations and Discussion READ: Blackboard
W 4/26	Expanding the Concept of Literacy READ: Blackboard
M 5/1	Synthesis and Review
To Be Scheduled	Final Exam