CMM 102 MASS COMMUNICATION
Course Syllabus

Number of ECTS credits: 6

Contact Details for Professor

E-mail: Trisha Meyer, trisha.meyer@vub.be

Office hours: Please feel free to email to schedule an appointment

Course Description

This course provides an overview of theories to describe and explain media communication. The course will look at several perspectives on media and how they are translated into contemporary research efforts. Specifically, the course deals with the communication field from the perspectives of content and language, media and society, audiences and effects, and media organizations. Students will be encouraged to participate in discussions where key theories will be analyzed and possible applications discussed.

Course Prerequisites

None

Learning Objectives

Major Learning Objectives

By the end of the semester, this course will contribute to

- Having a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication

- Distinguishing various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.

- Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science

- Knowing and applying the most common qualitative and quantitative methods research in communication science.

- Reflecting critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.

Course Learning Objectives

By the end of the semester, this course will equip the student to

Acquired Knowledge

- *Have an introductory understanding of theories on media communication*

  This course will provide students with insight into past and present perspectives on media communication. Four theoretical angles will be explored – content and language, media and society, audiences and effects, and media organizations.

Applying Knowledge & Judgment (Skills)

- *Develop the ability to reflect and react on theories of media communication*

  Through class discussions and a literature review, students will actively learn to analyze, compare and contrast the most common concepts and theories in media communication and in turn apply them to relevant media cases.

Attitudes

- *Be eager to apply life-long learning skills*

  The ability to understand and appreciate theories in their current context will be tested. Students are expected to explore issues using their developing critical skills and qualify (even challenge) the accepted assumptions.

Course Schedule

This section provides an overview of the topics and readings to be discussed on a weekly basis. Note that the annex to this syllabus and the end of each chapter in the course textbook include questions to help prepare for class.

Week	Topic	Reading
W1	Introduction: Studying Media The Media World: A View of the Terrain	Introduction & Chapter 1
W2	Media in Context Power in the Network Society	Chapter 2 Castells (pp. 17-24, 38-42, 47-53)
Part of class in week 2 will include further explanation on the literature review.		
W3	Language in the Pursuit of Meaning	Chapter 3
W4	Media Purpose, Media Performance	Chapter 4
W5	Media Structure and Performance: Principles and Accountability	McQuail (pp.191-215)
The DEADLINE for the literature review proposal is the beginning of the first class in week 5.		
W6	The Audience for Media: Substance and Shadow	Chapter 5
Part of class in week 6 will include feedback on the literature review proposal and a mid-term exam review.		
W7	**Mid-Term Exam**	
W8	Narrative: The Media as Storytellers	Chapter 6
Part of class in week 8 will include the mid-term exam.		

W9	The News: Gates, Agendas and Values	Chapter 7
W10	*Visit to the Flemish public service broadcaster (VRT)*	
The DEADLINE for the literature review is the beginning of the second class in week 10.		
W11	The Practice of Media: Pressures and Constraints	Chapter 8
W12	The Global Arena: Issues of Dominance and Control	Chapter 9
Part of class in week 12 will include feedback on the concept paper.		
W13	Open Global Networks, Closed International Flows	Chang et al (137-159)
W14	Ever-Trending: Power Play, Illusion, Surveillance	Chapter 11
Part of class in week 14 will include a final exam review.		
W15	**Final Exam**	

Course Materials

The course material consists of slides, lecture notes and readings from the textbook and other select chapters and articles. The slides will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section above.

The syllabus, slides and important messages will be uploaded to the Vesalius portal 'Pointcarré'. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook

Watson, J. (2016). *Media Communication. An Introduction to Theory and Process. Fourth Edition.* Basingstoke: Palgrave Macmillan.

Other Select Chapters/Articles

Castells, M. (2009). *Communication Power*. Oxford and New York: Oxford University Press. Chapter 1: Power in the Network Society (pp.17-24 sections 'state and power in the global age' and 'networks', 38-42 section 'the network age', 47-53 sections 'power and counterpower in the network society' and 'conclusion: understanding power relationships in the global network society').

McQuail, D. (2010). *McQuail's Mass Communication Theory. 6th Edition.* London: Sage Publications. Chapter 8: Media Structure and Performance: Principles and Accountability (pp.191-215).

Chang, T., Himelboim, I., & Dong, D. (2009). Open Global Networks, Closed International Flows: World Systems and Political Economy of Hyperlinks in Cyberspace. *International Communication Gazette 71*(3), 137-159.

Active Learning

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments in the communication field. Active learning will turn out to be enriching to the overall course and class discussions.

Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. Note that every chapter in the textbook includes suggested readings as well as comprehensive references, specific to the topic at hand.

Additional Sources

- Select academic journals on communication/journalism/media: Communication Research; Communication Review; Communication Theory; European Journal of Communication; Human Communication Research; Info; Information Communication & Society; International Journal of Communication; Journal of Advertising; Journal of Communication; Journal of Computer-Mediated Communication; Journalism Studies; Mass Communication and Society; Media, Culture & Society; New Media & Society; Political Communication; Telecommunications Policy; Telematics & Informatics

- For a complete list of top-ranked communication journals: http://science.thomsonreuters.com/cgi-bin/jrnlst/jlresults.cgi

- London School of Economics Media Policy Project: http://blogs.lse.ac.uk/mediapolicyproject/

- Nordicom (Nordic Information Center for Media and Communication Research, includes European media): http://www.nordicom.gu.se/en

- EurActiv Information Society: http://www.euractiv.com/sections/infosociety

- EurActiv Innovation & Enterprise: http://www.euractiv.com/sections/innovation-enterprise

- European Commission Digital Agenda for Europe Website: https://ec.europa.eu/digital-agenda/en

- European Commission Digital Economy & Society Newsroom: http://europa.eu/rapid/search-result.htm?query=47&locale=en

Course Assessment

The student will be evaluated on the basis of her performance as follows:

- Reading quizzes   10%
- Literature review proposal   10%
- Literature review   30%
- Mid-term exam   25%
- Final exam   25%

- TOTAL   100%

Course Workload Estimation

One ECTS stands for 25-30 hours of study. The course should therefore have a workload of between 150 – 180 hours of study. The following course workload estimation is based on http://cte.rice.edu/workload/.

- Preparing for class, required readings   50
  350 pages, 7 pages per 1 hour
  (at least 3.5 hours per week!)
- Participating in class   39
  13 weeks of class, 3 hours per week
- Reviewing notes and studying for final exam   28
  14 weeks of reading material, 2 hours per week
- Writing literature review proposal and paper   35
  3500 words, 250 words per page, 2.5 hours per page
  (at least 3.5 hours per week!)
- TOTAL   152

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

Description of Activities and Grading Criteria

Reading Quizzes (10%)

Attendance and active participation are vital to the student's progress. It is crucial to prepare for class using the textbook readings in order to be able to follow classes and

pose questions. The annex to this syllabus and the end of each chapter in the textbook include activities and questions to help prepare for class. Readings will be discussed in class and several *(marked)* reading quizzes will take place. These quizzes will cover the reading due for class during that particular week. Students who are absent are responsible for finding out what was covered in class.

Literature Review Proposal (10%), Literature Review Paper (30%)

The student should write a paper comparing and contrasting the main authors and arguments related one concept related to mass communication theory. It is of utmost importance that you allocate time throughout the semester to work on the paper. As a first step, I advise you to consult the textbook in order to identify topics of interest. In a second stage, exploration of academic (and popular) literature will help in defining the research puzzle/problem and formulating the research question.

You are requested to consult the course instructor and get my approval on your selected research topic and question at the very latest by the end of week 3. In addition, you need to submit a proposal for your literature review by the beginning of the first class in week 5. Please send an electronic copy via email (trisha.meyer@vub.be). The proposal is an important first step towards the final paper. It should include:

A clear research question	Should be as clear and simple as reasonably possible. As you are writing a literature review, the research question will be theoretically inspired. Above all it should be clear and straightforward.
	Often research questions change throughout the research in the light of new information. Irrespective of eventual changes your initial research question should be as clear as possible.
	Length: 1 sentence
A paper outline	Provides an indication of how you are going investigate the research question. Explain how you will research the topic at hand: which concept and authors have you selected, why are they important, and what are your initial conclusions. This section can be quite short. Treat it as the abstract to an article.
	Length: 1-2 paragraphs
A tentative layout	Provides the structure and headings likely to appear in the final paper (introduction, literature review, conclusion). Be sure to provide details on what each section will contain. It will not suffice to simply list the authors and arguments. Engage with the literature indicating how and why they are relevant to your research topic and question. See below for more explanation on the sections that should appear in your literature review.
	Length: 1-2 pages
A preliminary bibliography	Lists 3-5 different peer reviewed academic sources directly related to the research question or research topic. See below for more explanation on sources.
Length	Around 1000 words

The literature review proposal should be around 1000 words, excluding the cover page and the bibliography, and listing a minimum of 3 different peer reviewed academic sources.

Your <u>literature review</u> is due by the beginning of the second class in week 10. Please submit an electronic copy via email (trisha.meyer@vub.be) and on Turnitin as well. When submitting to Turnitin, postings should be entitled with your surname and the issue covered (for example "Meyer_Uses and Gratifications Theory"). Extensions will not be granted except for attested emergency situations. Having a computer problem, attending to a wedding or doing an internship are not considered emergency situations. You are responsible to start well in advance and have backups of your work. This policy will be strictly enforced.

Your literature review must be structured in 3 sections, distinguishable by clear headings and subtitles (see the table below for more details). Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. The paper should be structured as follows:

An introduction	Includes a brief explanation of the choice of topic *(concept)* and its academic and societal relevance *(provide a real world example!),* a clear and concise research question / research statement and an outline of the structure of the paper and its main argument.
A review of the theories adopted in the analysis	Introduces the definitions of the concepts/theories applied in the research (*summarize in a table!*) and situates the topic in the wider academic context. This section presents, compares and contrasts different interpretations of the same concept and critically reviews the literature on the selected topic. It also evaluates the strengths and weaknesses of the literature and identifies clear gaps that the student's paper addresses.
Your conclusions	State the result of the conceptual analysis and main answer to the research question in a clear and succinct manner. This section also provides a critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research.
A bibliography	Should include clear documentation of sources using Harvard style. Your paper should include 3-5 peer reviewed academic references.
Length	2500 words

Your literature review should be around 2500 words, excluding the cover page and the bibliography, and using a minimum of 3 different peer reviewed academic sources.

Grading Criteria

The following criteria will be applied in assessing your research paper and proposal:

- A well-framed research question that is linked to the literature review;
- Evidence of understanding of the concepts, ideas and theories linked to the research question;
- Provision of a clearly focused topic, a logical and well-organized analysis;
- Grammatically correct text; and
- Clear documentation of your sources.

System of Bibliographic Referencing

There are many systems for the citation of references. For this course, I expect you to use the Harvard style of referencing name and date system.

In the Harvard system, the author's surname, year of publication and, for direct quotes, page number are cited in the text of your work. Full details of the books/articles are included in a bibliography at the end of the assignment.

The student can find a detailed Harvard Guide at the following website: http://libweb.anglia.ac.uk/referencing/referencing.htm. Please, also consult the following short guide for "Acknowledging, Paraphrasing, and Quoting Sources", available at: http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf.

Harvard Style of Referencing: Examples

In-text Citation

Both unities of discourses and objects are formed "by means of a group controlled decisions" (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a "medium of domination and social force" (1974:17, in Forchtner, 2011:9).

Reference List

How to quote books:

Held, D. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Berkeley: University of California Press.

How to quote chapters in edited books:

Wæver, O. (1995), 'Securitization and Desecuritization', in Ronnie, D. L. (ed.) *On Security*. New York: Columbia University Press, pp. 46-86.

How to quote articles:

Foucault, M. (1982), 'The Subject and Power'. *Critical Inquiry,* 8(4): 777-795.

How to quote electronic sources:

Thatcher, M. (1992), Europe's Political Architecture, Speech in the Hague delivered on the 15th May 1992, available at the Margaret Thatcher Foundation: http://www.margaretthatcher.org/speeches/displaydocument.asp?docid=108296, retrieved on 8 June, 2012.

A Word on Academic Literature

Examples of academic literature are articles in scientific journals, chapters in scientific monographs, papers prepared for conferences and final reports prepared for research projects. Journal articles and book chapters are of higher standing, as they have generally been subjected to a review process. Policy briefs and blog posts (although researchers might have written them) do not constitute academic literature. Moreover, sometimes the difference between a final research report (found online) and a policy document of an institution (e.g. European Commission) is not evident. Consult the course instructor if you are unsure whether a particular document fits the 'academic' label or not (and/or make sure you have consulted enough journal articles/books).

<u>Mid-Term and Final Exams (50%)</u>

The mid-term and final will be in-class exams. The midterm exam (25%) will be held in the middle of the semester (week 7). The mid-term exam pertains to all course material covered in weeks 1 through 6. The final exam (25%) will be held at the end of the course (week 15). The final exam pertains to all course material covered in weeks 8 through 14. The course material consists of powerpoint presentations, lecture notes and readings from the textbook and select other chapters and articles.

Structure of the Exams

The exams will consist of:

- 2 short open answers on concepts/facts (one-two paragraphs each, 40% of the final grade)
- 1 long open answer on definitions and attributes/characteristics/principles connected to concepts/facts (half to one page, 25% of the final grade)
- 1 essay (one page, 35% of the final grade).

Grading Criteria

The following criteria will be applied in assessing exam responses:

- Capacity to grasp and convey factual, conceptual and theoretical knowledge;
- Capacity to synthesize and apply concepts and theory to concrete cases; and
- Capacity to develop a systematic argument based on theory and practice.

Further Description of Assessment Activities

<u>Grading Form for Literature Review Proposal</u>

Research question: is as clear and simple as reasonably possible, links to theory *(20 points)*

Paper outline: provides an indication of how you are going investigate the research question. It includes an explanation on which concept and authors you have selected, why are they important, and what your initial conclusions are *(30 points)*

Tentative layout: provides an indication of the structure and headings likely to appear in the final paper. Details are provided on what each section will likely contain.

- <u>Introduction</u>: includes a brief explanation of the choice of topic (concept) and its academic and societal relevance*,* a clear and concise research question / research statement and an outline of the structure of the paper and its main argument *(10 points)*
- <u>Theoretical framework</u>: introduces the definitions of the concepts/theories applied in the research and situates the topic in the wider academic context. This section presents, compares and contrasts different interpretations of the same concept and critically reviews the literature on the selected topic. It also evaluates the strengths and weaknesses of the literature and identifies clear gaps that the student's paper addresses *(10 points)*
- <u>Concluding remarks</u>: state the result of the conceptual analysis and main answer to the research question in a clear and succinct manner. This section also provides a critical, open-minded and non-defensive evaluation the validity

of the student's own arguments and results to explore further avenues of research *(10 points)*

Preliminary bibliography: relates to the research question or research topic, contains a minimum of 3 different peer reviewed academic sources, uses Harvard style of referencing for in-text citation and bibliography *(20 points)*

Total out of 100 points

Grading Form for Literature Review

Criterion	Description	Points
Introduction and Research Question / Statement / Puzzle *(20 points)*	Explain choice of topic / concept and why it is academically and societally relevant (provide an example)	5
	Clear and Concise Research Question / Research Statement	10
	Outline of structure of the paper and main argument	5
Literature Review *(40 points)*	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the concept in the wider academic context	10
	It compares, contrasts and synthesizes the main authors and arguments	15
	It evaluates strengths and weaknesses of the literature and identifies clear gaps the student's paper addresses	15
Structure *(10 points)*	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	5
	A coherent line of argumentation, linking back to the main research question	5
Formal Aspects *(20 points)*	Correct use of language (spelling, grammar, expression)	5
	Correct citation and bibliography	10
	Appropriate number of sources	5
Conclusions *(10 points)*	Stating in clear and succinct manner the result of the conceptual analysis and main answer to the research question	5
	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research	5

Total out of 100 points

Grading Form for Exams: Short Answers

	100-81	69-80	58-68	50-57	0-49
Accuracy	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question.
Completeness	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question.
Evidence of Reading	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material

Total out of 100 points

Grading Form for Exams: Long Answers

	100-81	69-80	58-68	50-57	0-49
Accuracy	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question.
Completeness	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question.
Evidence of Reading	Excellent reference to and	Good reference to and	Average reference to and	Little reference to and	The answer lacks any reference to

	application of major course material	application of major course material	application of major course material	application of major course material	any course material
Critical Thinking	The answer demonstrates an excellent level of critical thinking and an original application of independent thought	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking	The answer lacks any critical reflection and independent thought

Total out of 100 points

Grading Form for Exams: Essay Questions

	100-81	69-80	58-68	50-57	0-49
Accuracy	The author pertinently and succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	The answer meets the basic requirements for this assignment. Some imprecisions	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question.
Completeness	The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete and fails to address the question	The answer is left in blank or fails dramatically to address the question.
Evidence of Reading	Excellent reference to and application of major course material	Good reference to and application of major course material	Average reference to and application of major course material	Little reference to and application of major course material	The answer lacks any reference to any course material
Critical Thinking	The answer demonstrates an excellent level of critical thinking and an original application of	The answer highlights a good level of critical thinking and independence of thought	The answer shows some evidence of critical thinking and independent thought	The answer does engage only to a very limited extent critically with facts and literature and shows little	The answer lacks any critical reflection and independent thought

	independent thought			evidence of independent thinking	
Structure of the Answer	The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion	The answer has a good structure with an introduction, main body good flow and conclusion	The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion	The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion	The answer lacks sufficient structure
Expression	The examinee uses and applies accurate concepts and excellent language	The examinee uses and applies mostly accurate concepts and good language	Some application of accurate concepts, but flawed language	Concepts are not used accurately, some level of confusion arises out of poor language	Poor conceptual use and poor language that inhibit the understanding of the core message

Total out of 100 points

Vesalius College Attendance Policy

Because the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not. In this course, arriving more than 15 minutes late counts as an absence for one 1.5 hour class session.

Additional Course Policies

Late Assignments and Make Up Exams

Failure to submit your assignment on time will result in **a penalty of 10% of the assignment grade for the first 24 hours and an additional 10% of the assignment grade for the following 24 hours**. Papers submitted more than 48 hours late will not be accepted and graded as 0 (F). Make up exams will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work or your own past work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section "Avoiding Plagiarism" in the College Catalogue for further guidance.

Suggested Readings

- Baran, S. & Davis, D. (2010). *Mass Communication Theory. Foundations, Ferment, and Future. Sixth Edition.* Boston: Wadsworth Cengage Learning.

- McQuail, D. (2010). *Mass Communication Theory. Sixth Edition.* London: Sage.

- McQuail, D. (Ed.) (2010). *McQuail's Reader in Mass Communication Theory.* London: Sage.

- Scannell, P. (2007). *Media and Communication.* London: Sage.

- Severin, W. & Tankard, J. (2001). *Communication Theories. Origins, Methods, and Uses in the Mass Media. Fifth Edition.* London: Addison Wesley Longman.

ANNEX 1

CMM102 MASS COMMUNICATION

Overview Table: Linking Major Learning Objectives with Assessments and Assignments

Major Learning Objectives	Course Learning Objectives addressing the Major Learning Objectives	Methods used to Teach Course Objectives	Methods (and numbers / types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.	Have an introductory understanding of theories of media communication. *This course will provide students with insight into past and present perspectives on media communication. Four theoretical angles will be explored – content and language, media and society, audiences and effects, and media organizations.*	Lectures, in-class exercises, literature review	2 reading quizzes, 2 exams, 1 literature review	Oral feedback in class on exercises, mid-term exam and reading quizzes; written feedback on literature review. Written feedback is provided within two weeks of assessment.
Distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.	Have an introductory understanding of theories of media communication. *This course will provide students with insight into past and present perspectives on media communication. Four theoretical angles will be explored – content and language, media and society, audiences and*	Lectures, in-class exercises, literature review	2 reading quizzes, 2 exams, 1 literature review	Oral feedback in class on exercises, mid-term exam and reading quizzes; written feedback on literature review. Written feedback is provided within two weeks of assessment.

Major Learning Objectives	Course Learning Objectives addressing the Major Learning Objectives	Methods used to Teach Course Objectives	Methods (and numbers / types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
	effects, and media organizations. Develop the ability to reflect and react on theories of media communication. *Students will actively learn to analyze, compare and contrast the most common concepts and theories in media communication and in turn apply them to relevant media cases.*			
Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.	Develop the ability to reflect and react on theories of media communication. *Students will actively learn to analyze, compare and contrast the most common concepts and theories in media communication and in turn apply them to relevant media cases.*	Lectures, in-class exercises, literature review	2 reading quizzes, 2 exams, 1 literature review	Oral feedback in class on exercises, mid-term exam and reading quizzes; written feedback on literature review. Written feedback is provided within two weeks of assessment.
Knowing and applying the most common qualitative and quantitative methods research in communication science.	Develop the ability to reflect and react on theories of media communication. *Students will actively learn to analyze, compare and contrast the most common concepts and theories in*	Literature review	1 literature review	Written feedback on literature review. Written feedback is provided within two weeks of assessment.

Major Learning Objectives	Course Learning Objectives addressing the Major Learning Objectives	Methods used to Teach Course Objectives	Methods (and numbers / types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
	media communication and in turn apply them to relevant media cases.			
Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.	Be eager to apply life-long learning skills. *The ability to understand and appreciate theories in their current context will be tested. Students are expected to explore issues using their developing critical skills and qualify (even challenge) the accepted assumptions.*	In-class exercises		Oral feedback in class

ANNEX 2

CMM102 MASS COMMUNICATION

Explanation of Literature Review Evaluation Criteria

Criterion/Marker	Excellent / Very good (A/A-)	Good / Average / Below Average (B+ to D)	Fail (F)
Introduction and Research Question / Statement / Puzzle (20 points)			
Choice of Topic (5)	The author provides a clear and convincing explanation of the choice of topic and highlights its significance (5-4.05)	The author provides an explanation which is, however, not fully convincing (4-2.5)	No or very weak explanation provided (2.45-0)
Clear and Concise Research Question / Research Statement (10)	The author provides a **clear** and **meaningful** research question. The research question is **focused enough** to enable an in-depth analysis and is **relevant** and **ambitious** enough to allow for original and critical engagement with empirical developments, theories and author debates. The author provides a research statement on how to tackle the overarching research question. Sub-questions are used if research question is too complex (10-8.1)	The author provides a research question, but it lacks clarity, conciseness or is not ambitious enough (self-evident research question). Muddled or unclear research statement (8-5)	Poorly designed research question No research statement (4.9-0)
Outline of Structure of Paper and Argument (5)	The author provides a clear outline of the main argument and will how she/he will structure the paper (5-4.05)	The author provides an outline of the main argument and an indication of the structure – but lacks clarity (4-2.5)	No or very weak outline (2.45-0)
Literature Review Analysis (40 points)			
Relevant arguments and debates / academic context (10)	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student's own topic in the wider academic context (10-8.1)	The literature review identifies some relevant (i.e. to the chosen topic) arguments and some debates in the literature. The student places his or her own topic in an academic context – but this is not fully explored (8-5)	No relevant literature is provided or only weakly explored. Limited or no wider academic context provided (4.9-0)
Compare, Contrast and Synthesis (15)	The student compares, contrasts and synthesizes a wide range of key authors and arguments in the literature review (15-12.15)	The student mentions some of the key authors and arguments, but does not fully and actively synthesize the material or compares and contrasts in a limited manner; or only does one of the two (12-7.5)	No or very weak synthesis and/or comparing & contrasting or arguments and authors (7.35-0)
Evaluation of Strengths/Weaknesses and Gaps (15)	The literature review evaluates strengths and weaknesses of the literature and identifies the relevant gaps the student's paper addresses (15-12.15)	Some strengths and weaknesses of the literature are identified but the gap the student's paper seeks to address is not fully clear (12-7.5)	No or very weak evaluation – gaps not explained or weakly explained (7.35-0)

Criterion/Marker	Excellent / Very good (A/A-)	Good / Average / Below Average (B+ to D)	Fail (F)
Structure (10 points)			
Clear Structure (5)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis (5-4.05)	The structure is generally logical and coherent, but at places unclear – the sub-sections could be clearer or better organized (4-2.5)	No or very unclear/incoherent structure (2.45-0)
Clear and coherent line of argumentation (5)	A coherent line of argumentation (red thread running through the entire paper), linking theories and empirical examples back to answering the main research question (5-4.05)	Argumentation line is not always clear or coherent – theories and examples are not always linked back to the main research question (4-2.5)	Unclear / absent line of argumentation – fragments that are not linked back to the research question (2.45-0)
Formal Aspects (20 points)			
Language and Spelling (5)	Correct use of language - correct spelling, grammar, and English expression (5-4.05)	Use of language with occasional flaws in spelling, grammar and expression (4-2.5)	Very flawed use of language with many spelling and grammar mistakes (2.45-0)
Citation (10)	Correct and consistent use of citation method and correct bibliography (10-8.1)	Occasional mistakes in citation method and bibliography (8-5)	Recurring mistakes in citation and bibliography (4.9-0)
Number of Academic Sources (5)	Appropriate number of academic sources used (5 sources) (5-4.05)	Acceptable number of sources (3 sources) (4-2.5)	Inadequate number of sources used (less than 3 sources) (2.45-0)
Conclusion (10 points)			
Results (5)	The student states in clear and succinct manner the result of the analysis and main answer to the research question. (5-4.05)	General conclusions are provided, but research question is not fully answered. (4-2.5)	Unclear conclusions / absence of conclusions. Research question is not answered (2.45-0)
Evaluation of own arguments and further avenues for research (5)	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research (5-4.05)	Some evaluation of the validity of own arguments, but more critical engagement with own arguments and further avenues for research not fully developed (4-2.5)	No or weak evaluation of own arguments. No or weak outline of further research avenues (2.45 – 0)

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ANNEX 3
CMM102 MASS COMMUNICATION
Guiding Questions

<u>Guiding Questions</u>

These questions can help you while you read and prepare for class on a weekly basis. As such, they provide an indication of what to expect on the exams. However, please take special note that these questions will not feature on the tests, and therefore, it is not sufficient to study these questions in order to score well. I strongly encourage you to take your own notes while reading.

W1 Introduction: Studying Media + Chapter 1 The Media World: A View of the Terrain

Watson. Introduction: Studying Media

- Why is it limiting to view audiences as a mass? Discuss. Provide the context of and the consequent objections to this initial thinking.
- "The medium is the message." Explain. How does technology shape/relate to social and political life?
- "Commercials often constitute the parables of our time just as blogging constitutes its autobiographies." Discuss. Provide (counter) examples of how the media imposes frames or grids on our realities.
- How is the digital age impacting traditional media practices? Discuss opportunities and challenges for public service broadcasting in particular.

Watson. Chapter 1. The Media World: A View of the Terrain

- Explain "horizontal communication". (pp11-12)
- What are positive and negative aspects of new media to serve as a watchdog of the state? Provide examples.
- Why is Watson concerned about the "new Leviathan companies"? (pp15-16)

W2 Chapter 2 Media in Context + Castells "Power in the Network Society"

Watson. Chapter 2. Media in Context

- Watson: question 1 (p36)
  1. For discussion:
     (a) Culture is communication.
     (b) Ideology is inescapable.
     (c) The study of media is also the study of politics.
- How does language impose a grid on reality? Provide an example.
- Provide definitions and examples:
  - Symbolic power
  - Hegemony
  - Ideological state apparatuses and repressive state apparatuses.

- Explain figure 2.2.

Castells '"Power in the Network Society" (pp17-24, 38-42, 47-53)
- What are the main characteristics of a network? Explain. (Castells p21, §2)
- What are three problems of the emerging network state? Explain. (Castells pp40-42)
- Discuss: "In the network society, power is redefined, but it does not vanish. Nor do social struggles. Domination and resistance to domination change in character according to the specific social structure from which they originate and which they modify through their action." (Castells pp50, 53)
- Extra: compare Castells' and Thompson's views on power. (Castells pp15-1, pp51-53 and Watson p24)

W3 Chapter 3 Language in Pursuit of Meaning
Watson. Chapter 3 Language in Pursuit of Meaning
- Watson: questions 3, 4 and 5. (pp54-55)
  3. Magazine or TV advertisements provide fertile ground for the analysis of signs. Take two contrasting ads and examine how the elements, the signifiers, are encode to elicit the desired response. Note the use of words to reinforce the message. Do the ads make reference to other sets of signs, or imply a knowledge on the part of the decoder of such signs? Do the ads appropriate aspects of culture (like using a famous painting or evocative situation)? What do you consider are the reasons for using such points of reference?
  4. To remind you of how some of the major terms mentioned in this chapter interlink and interact, see Figure 3.2. Without looking back at the chapter, ask yourself the following questions:
     - What is the difference between the signifier and the signified?
     - What are denotation and connotation?
     - What is a code?
     - What does the term 'work' refer to?
     - What are open/closed texts?
     - If you had to insert the term 'myth' into the diagram, where would you put it?
  5. Consider whether early models illustrated in this chapter might be applied to digital communication.
- Explain Gerbner's ten essentials of the communicative process. (pp41-42)
- How do paradigms and syntagms, metonyms and metaphors (pp49-50) relate to Peirce's categories of signs (pp44-45)?

W4 Chapter 4 Media Purpose, Media Performance
Watson. Chapter 4 Media Purpose, Media Performance
- Watson: questions 1 a,b,d & 2. (pp78-79)

1. For discussion:
   (a) 'Commercial it may be, but laissez-faire it isn't.' Discuss this judgement of private sector media.
   (b) What does public service broadcasting (PSB) had to offer that is not already available on commercial TV channels?
   (d) In what ways might the media help mobilize moves towards equality in society?
2. Examine copies of the tabloid/popular press with a view to identifying how they see their functions in society; what duties and responsibilities they seem to have with regard to readership.

- Explain McQuail's normative functions of the media. (pp62-64)
- Based on today's reading, write a short essay on objectivity in the media.

W5 McQuail "Media Structures and Performance: Principles and Accountability"

McQuail "Media Structures and Performance: Principles and Accountability" (pp191-215)

- Explain figures 8.1, 8.2, 8.3 and 8.4. (pp195, 196, 202, 204)
- Provide a brief explanation for each of McQuail's media principles. (pp192-206)
- Provide a brief explanation of McQuail's frames of accountability. (pp201-213)
- Extra: compare and contrast Watson and McQuail's principles to evaluate media performance, e.g. objectivity. (Watson pp72-78, McQuail pp192-206)

W6 Chapter 5 The Audience for Media: Substance and Shadow

Watson. Chapter 5 The Audience for Media: Substance and Shadow

- Watson: question 1 a,b. (p96)
  1. For discussion:
     (a) 'One *is* what one consumes.' Is it possible to read a person's 'project of self' from the way he or she makes use of media?
     (b) To what extent are newspaper-reading, TV-watching, cinema-going and using the mobile phone classifiable as *rituals* of everyday life?
- What needs do we seek to gratify through media, according to Blumler, McQuail and Brown? (pp83-95)
- What are social uses of media, according to Lull? What is the main difference with uses and gratifications theory? (p86)
- How does media create dependency, according to Ball-Rokeach and DeFleur? How is this related to 'mainstreaming' in cultivation theory? (pp86-89)
- Who are the key influencers in Lazerfeld's multi-step flow model? (p90)
- Discuss: "The notion and the very nature of audience underwent profound change in the advent of media technology and the growth of social media." (pp92-95)

W8 Watson Chapter 6 Narrative: The Media as Storytellers

Watson. Chapter 6 Narrative: The Media as Storytellers

- Watson: questions 1c -3 (p116).
    1. For discussion:
        (c) Breaking the basic rules of a genre may stretch it creatively; but what are the dangers?
    2. Select a single episode of a TV soap, sitcom, cop series etc. and attempt a detailed deconstruction according to Roland Barthes' five codes of narrative.
    3. Attempt a similar exercise using Propp's archetypical story features:
        - The hero/subject whose function is to seek
        - The object that is sought
        - The donor of the object
        - The receiver, where it is sent
        - The helper who aide the action and
        - The villain who blocks the action.
- Why is it relevant to analyze texts using Propp's archetypal characters? What is the role of 'myth' in storytelling?
- Explain the quotes included in this week's slides. Where possible, provide an example.
    - *"We spend our lives immersed in narratives"* (Asa Berger in Watson, p98) and *"While telling the story the narrator is also communicating a story about him or herself in terms of attitudes, beliefs and values."* (Watson, p98). See also Newcomb, p415.
    - *"The reporter is generally sent out to get a story not the facts"* (Mead in Watson, p99) and *"The story of news [...] is about cohesion-making as much as it is about information-transmission"* (Watson, p99). Relate back to the purpose and use of media.
    - *"Before we frame, we are in a frame. The text will not only be framed by the framer within a frame, it will be shaped by a number of factors - requirements concerning format and presentation, aesthetic considerations, notions of professionalism and pressures to meet the expectations of convention."* (Watson, p103) Examples of framing?
- Describe the main characteristics of the news genre. Which narratives are communicated? How is news different/similar to entertainment media?

W9 Watson Chapter 7 The News: Gates, Agendas and Values

Watson. Chapter 7 The News: Gates, Agendas and Values

- Watson: questions 2-6 (pp151-152).
    2. Study TV news bulletins over a number of days and gauge the number of stories involving elite and non-elite persons. Document the time devoted to such stories and indicate the particular news value/news values which have 'opened the gate' to such stories. How much attention has been paid to what the actors in the story *say* compared to what they *do*?
    3. Examine tabloid newspapers in search of examples of Wedom/Theydom; their references to minorities, foreign nationals, other countries. How are

they described, categorized? What difference is there in the coverage of stories of 'other' between the popular and the so-called quality press?

4. Record a TV news broadcast and play it to a group of viewers, half of whom you blindfold (or have sitting with their backs to the screen). When the bulletin is over, conduct a test on how much non-visual information the participants can remember. Who scores best, those who could see the on-screen images or those who couldn't?

5. Do a gender-count of a day's news, in the papers and in broadcast news. Do women feature as prominently as men; and with what kind of stories are women/men most familiarly identified?

6. Visit a number of online blogs: in what ways do they contrast with traditional news reporting and comment?

- Explain and compare the figures in this chapter (figures 7.1-7.6 on pp121, 123, 126, 127, 129, 133 and 141).

- How is news ethnocentric?

- Discuss *"news is a discourse, and news production is a discourse anchored by the ideology of the news producers or those who employ them, particularly if we are talking about the press."* (Watson, pp129-130)

- Give an example of alliances/conflicts between the policy, corporate and media agendas.

- What does 'kuuki' mean? (p130)

- What is the difference between micro and macro agenda setting, according to Funkhouser and Shaw? (pp130-131)

- Explain Galtung and Ruge's taxonomy of news values.

- What role does Hall attribute to ideology in the selection of news? (pp41-142)

- What other news values does Watson consider in this chapter? Have a close look in particular at his discussion of TV and tabloid news.

W11 Watson Chapter 8 The Practice of Media: Pressures and Constraints

Watson. Chapter 8 The Practice of Media: Pressures and Constraints

- Explain Maletzke's model of the mass communication process. Focus on the individual and interactive components of the model.

- Explain 'churnalism'. Why is it relevant in this chapter on pressures and constraints?

- Which dilemmas of professionalism does Watson identify? How do Watson and Schlesinger relate these dilemmas to myth and ideology?

- Which hazards of source does Watson identify? Explain 'spin doctoring' and 'flak'.

- Summarize Watson's key points on gender and ethnic imbalances. Why are they relevant in this chapter on pressures and constraints?

- Where would you place Watson's dilemmas of professionalism, hazards of source and gender/ethnic imbalances in Maletzke's model?

W12 Watson Chapter 9 The Global Arena: Issues of Dominance and Control

Watson. Chapter 9 The Global Arena: Issues of Dominance and Control

- Watson: question 1 a (p209).

1. For discussion:

(a) 'Myth is propaganda's most useful tool'.
- Explain the quotes included in this week's slides. How are they relevant to our study of media?
- Why is public service broadcasting (PSB) important?
- What are the dangers of the commodification of information for culture, democracy, education and diversity, according to Watson? Provide examples. Can the Internet provide a solution/counterbalance?
- What does 'glocal' mean in media studies?

W13 Chang et.al. Open Global Networks, Closed International Flows

Chang et.al. "Open Global Networks, Closed International Flows
- Is journalism making use of the Internet as an open global network, according to Chang et.al.? Explain the main findings of Chang et.al., Open Global Networks, Closed International Flows (Chang et.al., conclusions pp154-57).
- What is the point of departure for world system theory (Chang et.al, p.138, bottom p140, top p141)? What does this mean for online news production (figure 1 p141, hypotheses p144, conclusions pp154-57)?

W14 Watson Chapter 11 Ever-Trending: Power-Play, Illusion, Surveillance

Watson. Chapter 11 Ever-Trending: Power-Play, Illusion, Surveillance
- Watson: questions 1 c (p283).
  1. For discussion:
     (a) In what ways might media literacy contribute to the furtherance of a moral agenda in mass communication?
- Are deregulation and privatization of the media worrying?
- Is the Internet the equivalent of the Greek-originated agora?
- Are we living in a panopticon?
- What do 'agora' and 'panopticon' refer to?