APPLICANT: Michael Leidemann

E-MAIL: leideman@hawaii.edu

COURSE ALPHA and NUMBER: JOUR 150

COURSE TITLE: Media and Society

ESTIMATED NUMBER OF SECTIONS:
  Fall: 1
  Spring: 1

APPLICATION IS FOR:
  □ New Course  □ Modified Course  □ Existing Course  □ Re-designation
  □ Certification  ☒ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:
  □ DA (Arts)                      □ DP (Physical Sciences)
  □ DB (Biological Sciences)      □ DS (Social Sciences)
  □ DH (Humanities)               □ DY (Laboratory)
  □ DL (Literature and Language)  

What percentage of the CONTENT of this course focuses on this diversification area? 75

What percentage of CLASS MEETINGS focuses on this diversification area? 75
1. **Hallmarks and SLOs.** Please explain how course-specific SLOs align with the diversification area's hallmarks.

This course, as the name suggests, is a broad survey of modern media and how it affects, interacts with, and helps create contemporary society. Its SLOs are designed to ensure that students walk away with a broad knowledge of the standards and practices of each area covered. The course offers a brief introduction to each field (journalism, advertising, photography, public relations, television, film, music, etc.) covering the history, theory, processes, practices, and ethics of each area.

**DS.1** hallmark, "uses the terminology of theories, structures, or processes in the social or psychological sciences." SLOs 1 & 2 meet the requirements for this hallmark. This is accomplished by discussing and explaining the history and importance of the free press in American society, and identifying and explaining the differences between various types of new and changing media, such as newspapers, magazines, television, Internet websites, and blogs, and making critical judgments about the uses and efficacies of each. Each media has its own history, theory, structures and process, which are discussed in a rotating weekly format. Students must write several response papers that show their understanding of these processes and their response to them.

**DS.2** hallmark "involves concepts, models, practices, or issues of concern in the scientific study of these theories, structures, or processes." SLOs 3, 4, 5 & 6 deal with meeting this hallmark. Social sciences focus on dealing with the institutions and functioning of human society and with the interpersonal relationships of individuals as members of society. In this area mass media plays a crucial intermediary role. A semester-long course that surveys various forms of mass media, by necessity, draws on the traditions of the practice and study social sciences, including the fields of mass communication, communication studies and sciences, psychology, political science, political economy, sociology, social theory, as well as film, feminist and information theory. Throughout the course students are introduced to these concepts and theories and learn how they are used by and applied to mass media fields, such as advertising, public relations, news writing, and music and film production and sales. The media uses social science concepts and theories to explain such behavior and interactions that range from and link the individual to the social structure. Students learn that these fields depend on the information spawned by social science tools, such as using statistics, survey results, and interviews to gather data and publish the results, in forms as diverse as a news story, an advertisement, a press release, a photographic essay or a video. During the course of the semester, students are also required to put the knowledge of these studies into action in their own work, by producing examples of a writing, photographic, advertising, or public relations campaign of their own. They must also actively participate in classroom discussion about these concepts and practices, including ethical implications of their actions.

**DS.3** hallmark "demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences." This hallmark is in alignment of SLOs 1-6, in which students have to study, understand and show that they can practice and meet the professional methods employed by those who are already working in these fields, including the accurate gathering and dissemination of primary data. A final project for the course
asks them to pick one field and produce a written and/or visual project that demonstrates their understanding of and adherence to the fields which are relevant to their interests.

Throughout the class the professional standards of each area are identified and demonstrated, showing students the qualitative and quantitative standards that must be met to be accepted in the field. Students are asked to evaluate various media according to those standards and are encouraged to be become critical consumers of the media when the standards are not met. This helps bring all the hallmarks of social science standards into alliance with SLOs 1-8, and allows students to demonstrate their ability to see when the standards are not being met.

2. Assessment strategies.

Assessment for this course is done through a series of short written research and response papers, quizzes, participation in classroom discussions, producing an example of a professional-style news story (or its equivalent in another media form), a final project and a final exam. Through all of these assessments, students are being graded against the standards involved in SLOs 1-7 to insure that they understand and can practice the required outcomes. The short written papers deal with particular topics (The First Amendment, public relations, journalism scandals, etc.) that relate directly to SLOs 1-4. The classroom discussions, news-style stories, and final project are meant to show that the students can meet the standards of SLOs 4-5. And the final exam involves demonstrating an understanding of the ethical standards mentioned in SLOs 6 & 7.

3.

4. Assessment of assessment. How have you used (or plan to use) the assessment findings to modify or improve this course? If there are multiple sections of the course taught by different instructors, discuss how review of assessment results is (or will be) carried out across instructors.

I continuously monitor and adopt this course to changing students and the professional world, using student evaluations and peer discussion among my colleagues teaching this course throughout the UH system. This course has slowly evolved in the last few years to place more emphasis on media literacy than actual professional training. Based upon student evaluations, discussions and assessment, it’s clear that most students taking the course do not plan to pursue a career in one of the fields. However, all of them will continue to be consumers of modern media for the rest of their lives, and this course will help them become better, more critical consumers and participants in society. In response to the great number of visual learners, a section of the class has been added to demonstrate all of the core principles through Hollywood-style films and documentaries about journalism and related fields.
DIVERSIFICATION BOARD DECISION:

☐ Approved
Re-Certification Due: __________________

☐ Not approved
If not approved, reasons for disapproval:

Diversification Board Chair Signature: __________________________
Date: ________________
Journalism 150 syllabus

Journalism 150: Media & Culture
3 Credits

INSTRUCTOR: Michael Leidemann
OFFICE: 2-115, next to Student Life & Development
OFFICE HOURS: 1 hour before each class, by appointment.
TELEPHONE: 227-5922
EMAIL: mleidemann@gmail.com
EFFECTIVE DATE: Fall 2009

Please feel free to contact me by either of my phone numbers at any reasonable hour (after 8 a.m. and before 9 p.m.) or by email at any time. I may not check my email all the time, especially on weekends, so if I don’t get back to you by the next day, please try again.

CATALOG DESCRIPTION

Historical and technological development of communications media in relation to freedom of expression, the role of the media in contemporary society, with emphasis on the economic, social and political effects.

COURSE CERTIFICATIONS

"This course satisfies the social science diversification (DS) designation at all UH system campuses. At HCC, the course fulfills a HETH and DS requirement for the A.A. degree and the Social Sciences Category for Career & Technical Programs."

COURSE DETAILS

This is an introductory course is designed to give you an overview of the mass media and its role in influencing contemporary society. We will do this by examining the development, role and influence of the media as an institution in a democratic society. We will explore the adversarial relationship between government and the press in a free society. We will examine the rights and responsibilities, issues and trends affecting the press. We will explore different forms of mass media – newspapers, radio, television, movies, the Internet – and critically analyze the messages they communicate through news, photography, advertising, public relations and other means.

We will also practice what we study. A practical part of the course will be learning through doing. That means we will practice the basics of journalism: gathering information, writing in the news style, taking news photographs, creating a blog site and the content that goes with it, conceptualizing advertisements, producing a public relations campaign. Much of your grade will be based upon how well you participate in this phase of the course.

Classes will be a mixture of lectures, discussions and hands-on learning opportunities which will give you the chance to practice some of the skills required by various parts of the media community. In addition, we will watch films and videos on historical and contemporary issues in the news and hear from guest speakers who work in the news business. And, most importantly, we will pay attention to the media as it operates -- and affects us -- every day. This will give us a better understanding of how newspapers, advertising, public relations, movies, music and other media make us who we are today.

Our goal is to explore the impact that the news media has on our everyday lives; how it affects our understanding of the world and our perception of events. This will provide a basis for becoming better users and consumers of the news so that we can become better at discerning fact from fiction and exercising skepticism without plunging into cynicism.
At its core, this is a course about news. As such, we often will deviate from the schedule to discuss current events and issues in the news. This means you will be required to keep up with what’s going on in the news and be prepared to engage in a class discussion and written dialog about it.

The course is intended to be intellectually rigorous to broaden your perspective on the role, influence, rights and responsibilities of the press. Along the way, I hope, the course will be engaging and fun.

STUDENT LEARNING OUTCOMES

Discuss and explain the history and importance of the free press in American society.
- Identify and explain the differences between various types of new and changing media, such as newspapers, magazines, television, Internet websites, and blogs, and make critical judgments about the uses and efficacies of each.
- Demonstrate critical reasoning skills needed to produce clear, effective, and accurate written communication in the various journalistic forms.
- Apply the skills needed to evaluate the validity of various information sources and know when to cite them in written communication.
- Produce clearly written, error-free communication for print, broadcast, and on-line publications.
- Discuss and explain the steps to writing an argument, including free-writing, brainstorming, drafting, feedback, outlines, revising, and polishing.
- Demonstrate competency in ethical deliberation and the use of discipline-based tools to arrive at rational ethical judgments.
- Express why ethics plays an important role in media and culture.

COURSE OBJECTIVES

Upon satisfactory completion of this course, you should be able:

- To recognize various forms of local, national and international mass media.
- To gain an understanding of the communication process and developments that have changed the way information is exchanged.
- To define and explain the importance of news and mass media.
- To explain how advertising and public relations work and how they affect media.
- To understand ethical codes, laws and regulations that govern mass media.
- To judge the difference between objective news and what is opinion.
- To improve your writing, researching and communication skills.
- To work independently on deadline and within word limits, maintaining a level of professionalism in the classroom and in the field.
- To ask questions, to have a curious mind, to see the world differently.

ASSESSMENT TASKS AND GRADING

GRADING

All assignments will be graded on a points basis. (A total of 800 points are available) [Blog contributions. Each student is expected to make a weekly contribution to the class blog. This will be a regular written effort (about 150 words each) about a subject that a Honolulu Community College student would be interested in. It can include written material, photographs, links to other stories or personal comments about issues in the news. (10 points each for total of 150 points).

Newspaper project. For about a third of the course, we will work in small groups to produce an issue of Ka La, the student newspaper at HCC. Working individually or in small groups, we will work on different
basic skills required by the news industry: reporting, writing, photography, design, etc. All work done for this and other projects in the course must follow accepted ethical standards outlined by the Society of Professional Journalism. (150 points).

Short papers and presentation. You will be required to write four short (2 pages) analysis papers and briefly discuss them in front of the class. This will involve reviewing various bits of media history (First Amendment, scandals, history, etc) and reviewing and critiquing various media elements (an advertisement, a newspaper story, a photograph, press release, etc) and making critical judgments about how it operates and affects you as a reader or viewer. You will also be asked to respond to a continuing online discussion of class topics and outside readings that will deal with current events, journalism ethics and other topics. (50 points each, 200 points total)

Final project and presentation. There will be a final project for this course. Its nature will be determined by your interests in different subjects we have covered over the course of the semester. (200 points)

Class participation, attendance, and online discussions. Attendance and participation in class discussions are a mandatory part of this course. Also, I will regularly post ideas and articles on our class blog, and you will be required to make written responses to them, and to the responses posted by your classmates. Please don’t sit back and let a few students do all the work of carrying this discussion. Your grade could depend on it. (100 points).

Grades Available:

A = 90% or above
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% and below

If you feel you can’t complete the course, please see me before the withdrawal date. Your must have the official CR/NC form signed by the instructor before the withdrawal deadline. N or Incomplete grades will not be given except under the most exceptional circumstances.

LEARNING RESOURCES

Textbook: There is no required textbook for this course. All required material for this class will be made available by the instructor through Laulima.

Access and familiarity with using Laulima, the University of Hawai’i’s online resource center, and the ability to learn how to use the basics of the Word Press blog operating system are required for the successful completion of the course.

ADDITIONAL INFORMATION

• Get help early. As an instructor, I want you to succeed! Consistent class attendance and letting me know when you are having difficulties as soon as possible are two important keys to success. Students who do the best and get the most out of the course are those who attend regularly.

• Attendance & deadlines You are expected to attend all class sections. This is crucial to understanding the work we will do both in and outside the classroom. Although attendance will not be taken every day, I will take attendance at certain times and chronic absences will seriously affect your grade. Even more important are meeting deadlines. The journalism world is built on meeting them. I can tolerate incomplete or sloppy work, but if you miss your project deadlines there will be serious consequences that will affect your grade.
See me if you have a problem. If you miss a class, it is your responsibility to obtain any missed material. If any difficulties arise during the course, please see me before the problem affects your performance in the course. Waiting until the end of the semester just does not work. Thus, it is your responsibility to let me know when there is a problem in a timely manner. In turn, I will try my best and work with you on finding a solution. If at any time you feel as if you don’t understand a certain topic or assignment, or feel that you are falling behind in the class work, see me immediately. We can work together on problems, but not if you allow them to linger and overwhelm you at the end of the semester.

Learning environment. You are expected to maintain a supportive learning environment with appropriate behavior in class demonstrated by showing consideration for others, paying attention, and focusing on specific tasks. Watch alarms, cellular, phones, beepers, entering the classroom late, etc., are distracting and interrupt the learning process. Please turn sound-makers off during class. Please be prompt.

Assignment specifics. All assignments must be typed on a computer, using a standard 12-point type, double-spaced and with 1-inch margins on each side. Assignments turned in electronically must be done in a Microsoft Word compatible formula, using an extension that ends in .doc or .rtf. I cannot accept or read Microsoft documents that end in .docx. If you need an explanation of this see me early in the semester.

In the classroom. Active participation in our classroom exercises and discussion is a must. None of the work that we do inside the classroom will receive a letter grade, so you are free—required even—to speak up, ask questions and fully participate in discussions each day. If you don’t, I’ll call on you. Count on it.

Academic honesty. A few words about plagiarism: Honolulu Community College has a Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. This includes plagiarism, which includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory writeups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results. Penalties can include up to and including receiving a failing grade on the paper or for the entire class. The process of addressing allegations of misconduct or acts of discrimination are described in the procedures for Handling Impeccible Behavior and the Academic Grievance Procedures.

TENTATIVE WEEKLY SCHEDULE

The following is a tentative weekly schedule for the course. Changes may be necessary to respond to news events, availability of guest speakers, holidays and unexpected developments.

Week 1. Introduction to mass media & communication. Communication theory and practice. Discussion of different ethical and professional standards for different media.


Week 7. Television: Broadcast and Beyond. TV news? Is it any good. How does it differ from other types of news? Fair & balanced? Assignment: Doing a time analysis of a 30-minute news segment. Why does Hawaii news have 4 different weather reports in a 30-minute show?

Week 8. The Internet. How the Internet has fundamentally changed the delivery of news, but not its substance. Eye-chart studies.

Week 9. Advertising. The most powerful medium of them all? Are we all being brain-washed? How big an effect does advertising have on a young person. Assignment: Analyzing a print advertisement.

Week 10: Advertising. Decoding the visual message. Understanding visual rhetoric and how to fight back.

Week 11. Public relations. The spin. Understanding the interactions and relationship between public relations and the news.

Week 12. Social media. Facebook. Twitter. Tumblr. Instagram. Using them and understanding them properly. Assignment: Set up a Twitter & Tumblr account and use it regularly during the week.

Week 13. Media Law. Free speech versus the right to privacy. What is libel? Slander? Defamation? How does it apply to what you right on your blog or Facebook.

Week 14. Media ethics. Even if it’s legal, should you really be doing it? How standards differ from one professional field to another.

Week 15. Globalization & media control. How the message is being set and delivered by an ever fewer group of people.

Week 16. Discussion and presentation of final projects. Details to come.