I will answer every email I receive, usually within 24 hours (weekday). If you do not hear from me within one days, you can assume that I did not get your email. Please make sure that you send email to the correct email address (pbooth@depaul.edu).
You may also Tweet me at @pbooth81, although my answer and your query will necessarily be brief.

About the Course

Course Description:
This online course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the Internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies and media convergence have transformed our media culture. There are no prerequisites required for this course.

Course Rationale:
We live in a media-saturated culture. Although in recent years we’ve experienced an amazing wealth of new technologies which we can use to experience media, the media themselves have been around for a lot longer than our iPods or televisions might indicate. This class takes a historical view of mass communication, with special attention paid to the ways that messages are transmitted, received, and interpreted by a variety of people. This class both investigates and attempts to define different concepts related to communication. We not only look at media, we seek to define what we talk about when we talk about “media.” We not only use technologies, we describe the consequences of “technology” in society. To that end, in this class we undertake a critical and thorough investigation of different ways of communicating, of the consequences of this communication, and the implications of mass communication in our culture.

As an online course, this section of Intro to Mass Communication will not see any face-to-face meetings between the instructor and the students. This does not mean that the course is easier or less work; in fact, for many students it may be harder to stay up-to-date with the work because there is more freedom. I would encourage every student to pay attention to due dates and to maintain vigilance and consistency in the work load in order to stay up-to-date with the work. Taking an online class means being extra careful to pay attention to when readings and assignments are
due. Please note that some modules have quite a bit of reading; your class lectures will not be covering the readings, but readings will be reflected on the quizzes and exams.

Goals and Objectives

Course Goals:

Goals are things that I (as a professor) want all students to learn throughout the quarter. There are five goals for this course.

1. Identify key moments in the history and development of the mass media
2. Understand the relationship between culture/technology/media
3. Learn skills in the four areas of Mass Comm at DePaul (PR, Advertising, Journalism, Media and Cinema Studies)
4. Apply skills from the four areas of Mass Comm at DePaul University
5. Critically evaluate everyday media from historical, cultural, and social frameworks.

Course Objectives:

Objectives are measurable outcomes that I want every student to be able to do at the end of this course. At the end of this course students will be able to:

1. Identify key moments in the historical development of the mass media.
2. Describe the relationship between our culture, technological development, and mass media.
3. Discuss their own media use in relation to the history of the mass media.
5. Identify core skills for Public Relations, Advertising, Journalism, and Media and Cinema Studies
6. Apply core skills in Public Relations, Advertising, Journalism, and Media and Cinema Studies through creative work
7. Analyze the effectiveness of PR/AD/JOURN/MCS through peer evaluation

How to meet learning objectives:

Students can meet learning objectives in a number of ways, and aimed at different learning styles. The readings and lectures that are assigned will help students with the first two learning objectives. The discussion board will help students with the third and fourth. Written work and creative projects will help students with the fifth and sixth learning objectives. Finally, by posting the creative work to a discussion board, students can learn from each other, fulfilling the final learning objective.
Class Readings

To Buy: (DePaul bookstore, or online)


Additional readings will be available via D2L:

- Advertising Career Possibilities
- Campbell: “How to Write an Email”
- Corrigan: *A Short Guide to Writing about Film*
- Ebert: “Are Video Games Art”
- Encyclopedia of PR
- Evensen: *The Responsible Reporter*
- Hilmes: “Cable, Satellite and the Challenge of Digital Media” (Technologies, pp. 13-17)
- Mittell: *Television and American Culture*, ch. 9
- PRSA: “PR Industry and Facts”
- Richtel: “Growing Up Digital, Wired for Distraction”
- Winston: “The Development of Television” (Technologies pp. 9-12)

Grading and Assessment

Grading and Assignments: 750 points total

Email Assignment: 20 points
Newspaper Article: 100 points
Film Criticism: 100 points
Project: 100 points
Discussion Posts (10): 100 points

New Media Analysis: 30 points
Midterm: 100 points
Final Exam: 100 points
Participation: 100 points
Assignments

Email Assignment: 20 points
For this short assignment, you will need to write me an email of 100-150 words that demonstrates a basic understanding of proper email etiquette and writing skills. Use your reading to aid your email writing. You will also attach a document to this email, identify it, and provide some background on it. This assignment is due 5pm CST on 13 June.

Newspaper Article: 100 points
For this assignment, you will write an article as if you were writing for a newspaper. Articles should be 1000 words. You will need to write in AP style. You should tell me the topic of your article by 18 June. Please turn in all research with your article. Please post your articles to D2L’s dropbox, by 5pm CST on 22 June.

Film Criticism: 100 points
For this paper, you will need to see a film, either in the theater or on DVD. Please see a film you have not seen before and tell me the title of your choice by 25 June. Write a 1000 word film review. Please go beyond qualitative “good” or “bad” and write an analytical article that looks at the meanings of the film. Detail the referential, the explicit, and the implicit meaning of the film. Articulate the “message” of the film and the underlying themes of the film. Make sure your criticism has a thesis statement. Please post your Criticisms to D2L’s dropbox, by 5pm CST on 29 June.

Project: 100 points
You will complete an advertising project for class. You will choose a particular topic to research and will make a creative project to represent your work. Each project will necessarily be different. In addition, you will turn in a short (500-750 word) statement that critiques and answers some questions about your project. All materials should be turned in online via D2L, although you can choose to host your project on an external website. If you choose to host your project elsewhere, you should provide a stable URL link on D2L. (Due 06 July)

Discussion Posts (10 times): 100 points (10 points each)
Ten graded discussion posts will be due during the quarter (one per Module). These short posts will ask you to reflect on your own media use and/or discuss the topic for the Module. Each post is worth 10 points. Please write them formally, as you would an essay, but there is no need for citations. Please post your responses to D2L discussion board by Thursday each week, 9am CST. Please note that you will write two discussion posts per week during the summer quarter, both due on the same day.
New Media Analysis 30 points
During the last week of class you will be asked to write a thoughtful response to a contentious issue in new media studies. This response is worth 30 points and will be due 13 Jul at 5pm CST

Midterm: 100 points: Week of 27-29 June
The midterm will consist of multiple-choice questions, short answer questions, and a short essay. It will be open book but timed. You may take the exam anytime between Wednesday, 27 June (opens at 9am) and Friday, 29 June (closes at 5pm). You may only take the exam once.

Final Exam: 100 points: Week of 11-13 July
The Final Exam will be similar to the Midterm, in that there will be short answer, fill-in-the-blank, short essay, and multiple choice questions. It will be open book but timed. The Final Exam will cover the entire quarter, but will focus mainly on the latter half of the class. You may take the exam anytime between Wednesday, 11 July (opens at 9am) and Friday, 13 July (closes at 5pm). You may only take the exam once.

Participation: 100 points
Participation will be measured by responses to discussion boards (required, by Monday each week, 9am CST, response to previous Module’s blog), feedback on projects, ungraded reading quiz participation, and participation in activities such as Collaborative Documents and online discussion. Students are encouraged to help foster an environment that promotes learning and mutual respect. To that end, please be courteous in all discussion (rudeness or foul language/behavior will not be tolerated and will result in: first instance, a lowered grade; second instance, barring from online discussions (and loss of grades for those discussion); third instance, failure in the class).

Ungraded Reading Quizzes:
There will be a 10 short quizzes about the readings, available starting the Wednesday of any given Module and ending at 5pm CST on Friday. You must complete each quiz in order to move on to the next section of class. Quizzes do not count for a grade and may be taken as many times as necessary until you pass.
## Course Schedule

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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<tbody>
<tr>
<td>Jun 11-15</td>
<td>• Introduction to the course&lt;br&gt;• Studying the Mass Media&lt;br&gt;• Writing about and research the media&lt;br&gt;(Get to know fellow students)</td>
<td>• Find materials and information on the course website&lt;br&gt;• Identify colleagues in the course&lt;br&gt;• Articulate their own media use&lt;br&gt;• Reflect on the connection between media, communication, and culture&lt;br&gt;• Identify the major theories of studying the mass media</td>
<td>• Read&lt;br&gt;  ○ Ch. 1 in textbook&lt;br&gt;  ○ Ch. 15 in textbook&lt;br&gt;  ○ Campbell: “How to Write an Email”&lt;br&gt;  ○ “Netiquette” guidelines&lt;br&gt;• Graded&lt;br&gt;  ○ Discussion post: Media Theory (14 Jun, 9am CST)&lt;br&gt;  ○ Professional Email (13 Jun, 5pm CST)&lt;br&gt;• Participation Grade&lt;br&gt;  ○ Introductory post (13 Jun, 9 CST)&lt;br&gt;  ○ Reading quiz (15 Jun, 5pm CST)</td>
<td>• Graded: Media Theory&lt;br&gt;  ○ Choose a theory of the mass media from Ch. 15, and in 300 words, use that theory to analyze your favorite media text&lt;br&gt;• Participation: Response&lt;br&gt;  ○ Find another student who used your theory and respond to their post.&lt;br&gt;  ○ Introduce yourself&lt;br&gt;  • <em>optional: post questions about syllabus on discussion board</em></td>
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<th>Module 2</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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<tr>
<td>Jun 11-15</td>
<td>• The history of writing&lt;br&gt;• Books and Printing&lt;br&gt;• Magazines</td>
<td>• Identify key moments in the historical development of printing, magazines, and oral societies.&lt;br&gt;• Describe the relationship between our culture, technological development, and printing.&lt;br&gt;• Identify differences between oral and print</td>
<td>• Read&lt;br&gt;  ○ Ch. 2 in textbook&lt;br&gt;  ○ Ch. 4 in textbook&lt;br&gt;• Watch&lt;br&gt;  ○ Storytelling video (14 Jun, 9am CST)&lt;br&gt;• Graded&lt;br&gt;  ○ Discussion post: Political Economy of the Media (14 Jun, 9am CST)&lt;br&gt;  ○ Analysis of Oral Storytelling on Collaborative Document (18 Jun</td>
<td>• Graded: Political Economy&lt;br&gt;  ○ Find an ad in a magazine and in 300 words, describe the ownership of the ad and the magazine, and how they relate to each other&lt;br&gt;• Participation: Response&lt;br&gt;  ○ Find another student who used a similar ad and respond to their post.&lt;br&gt;  ○ Contribute to the summary</td>
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<td>Topics</td>
<td>Activities (due date in parentheses)</td>
<td>Discussion Topics</td>
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<td>Journalism</td>
<td>Read</td>
<td>• Graded: Analysis of Article&lt;br&gt;Find article in newspaper, post onto a discussion&lt;br&gt;board, and identify the core structural elements (lead, five questions, boilerplate, etc). 300 words.</td>
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<td>and the News</td>
<td>• Ch. 3 in textbook&lt;br&gt;• Evensen (on D2L)</td>
<td>• Participation: Response&lt;br&gt;Find another student who used a similar story and respond to their post.</td>
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<td>Newspapers</td>
<td>• Graded&lt;br&gt;Discussion post: Analysis of Article (21 Jun, 9am CST)&lt;br&gt;• Newspaper Article (22 Jun, 5pm CST)</td>
<td>• Ungraded&lt;br&gt;Response to Post (25 Jun, 9am CST)</td>
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<td>• Participation Grade&lt;br&gt;Response to Post (18 Jun, 9am CST)</td>
<td>• Ungraded&lt;br&gt;Response to any posts you receive on your post</td>
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<td>• Reading quiz (22 Jun, 5pm CST)</td>
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<td>• Decide on Projects</td>
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<td>• Participate Grade</td>
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<td>• Response to Post (18 Jun, 9am CST)</td>
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<td>• Reading quiz (15 Jun, 5pm CST)</td>
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<td>• Discuss their own news media use in relation to the history of the mass media.</td>
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<td>• Identify key moments in the historical development of journalism.</td>
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<td>• Describe the relationship between our social history and the development of journalism.</td>
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<td>• Identify core skills for Journalism</td>
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<td>• Apply core skills in Journalism through creative work</td>
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<td>• Describe the media’s role today (corporations)</td>
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<td>• Participation Grade&lt;br&gt;Story Synopsis on Collaborative Document (18 Jun 9am CST)&lt;br&gt;Response to Post (18 Jun, 9am CST)</td>
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<td>• Ungraded&lt;br&gt;Reading quiz (15 Jun, 5pm CST)&lt;br&gt;Decide on Projects</td>
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<td>• Grades: Study of Oral Storytelling on Collaborative Document</td>
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<td>• Respond to any posts you receive on your post</td>
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Module 3<br>Jun 18-22
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<tr>
<th>Module 4</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
</tr>
</thead>
</table>
| Jun 18-22 | Public Relations | • Identify key moments in the historical development of PR.  
• Criticize PR texts in relation to representation, form, and production.  
• Identify core skills for Public Relations  
• Apply core skills in PR through creative work  
• Analyze the effectiveness of PR through peer evaluation | • Read  
  o Ch. 11 in textbook  
  o Encyclopedia of PR (on D2L)  
  o Beyer (on D2L)  
  o PRSA (on D2L)  
• Graded  
  o Discussion post: Press Release (21 Jun, 9am CST)  
  o Participation Grade  
  o Response to Post (25 Jun, 9am CST)  
• Ungraded  
  o Reading quiz (22 Jun, 5pm CST) | • Graded: Analysis of Article  
  o Write a Press Release and Fact Sheet about yourself and something important you’re planning on doing in the next few Modules. 300 words.  
• Participation: Response  
  o Comment on another student’s press release and fact sheet.  
  o Respond to any posts you receive on your post |

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<tr>
<th>Module 5</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</table>
| Jun 25-29 | Media Ethics  
• Media Ethics  
• Learning how to evaluate media statements  
• Gender and the Media  
• Midterm | • Describe issues of media ethics  
• Discuss issues of media ethics in their own life  
• Criticize media texts in relation to representation, form, and production.  
• Identify core ethics for Public Relations, Advertising, Journalism, and Media and Cinema Studies  
• Analyze the ethics of PR/AD/JOURN/MCS | • Read  
  o Ch. 12 in textbook  
• Graded  
  o Discussion post: Ethical Dilemma (28 Jun, 9am CST)  
  o Midterm (27-29 Jun 5pm CST)  
• Participation Grade  
  o Response to Post (02 Jul, 9am CST)  
• Ungraded  
  o Reading quiz (29 Jun, 5pm CST) | • Graded: Ethical Dilemma  
  o Respond to one of five ethical dilemmas in 300 words.  
• Participation: Response  
  o Comment on classmate’s post about the same ethical dilemma you wrote about.  
  o Respond to any posts you receive on your post |
<table>
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<tr>
<th>Module 6</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</table>
| Jun 25-29 | Cinema | • History of Cinema  
• Criticism of Media  
• (Writing tips)  
• (Using the Internet for research) | • Identify key moments in the historical development of the cinema  
• Describe the relationship between the technological development of the cinema and the culture of the time period.  
• Discuss their own cinema use in a thoughtful manner  
• Criticize film texts in relation to representation, form, and production.  
• Identify core skills for Media and Cinema Studies  
• Create thesis statements  
• Search the DePaul University Library website to find an article | • Graded: Short Film Analysis  
• Analyze short film in 300 words.  
• Participation: Response  
• Offer peer feedback on a classmate’s analysis.  
• Respond to any posts you receive on your post |

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<tr>
<th>Module 7</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</thead>
</table>
| Jul 02-06 | Radio and Early Television | • Early Broadcasting  
• Radio and Television  
• Genre | • Identify key moments in the historical development of the radio.  
• Describe the relationship between our culture, the technological development of the radio, and genre.  
• Discuss their own media use in relation to the history of the Radio. | • Graded: Genre Analysis  
• Write a post with the name of a genre and list all the characteristics you can think of  
• Participation: Response  
• Find a post of a classmate and come up with an example of a text that does (or does not) meet those characteristics (detail why it does or does not). |
<table>
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<tr>
<th>Module 8</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</table>
| Jul 02-06 | Advertising | • Identify key moments in the historical development of advertising.  
• Describe the relationship between our culture, technological development, and advertising.  
• Discuss advertising within their own relation to the mass media.  
• Criticize advertising texts in relation to representation, form, and production.  
• Identify core skills for Advertising  
• Apply core skills in Advertising through creative work  
• Analyze the effectiveness of advertising through peer evaluation | • Read  
  o Ch. 10 in textbook  
  o Advertising Career Possibilities (on D2L)  
• Graded  
  o Discussion post: Commercial (05 Jul, 9am CST)  
  o **Project 3: Advertising** (06 Jul, 5pm)  
• Participation Grade  
  o Response to Post (09 Jul, 9am CST)  
• Ungraded  
  o Reading quiz (06 Jul, 5pm CST) | • Graded: Commercial  
  o Write a post that describes a commercial that stuck in your mind, and why. 300 words.  
• Participation: Response  
  o Comment on a classmate’s post with feedback about their commercial choice.  
  o Respond to any posts you receive on your post |
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<th>Module 9</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</table>
| Jul 09-13 | Broadcasting and Late Television | • Late Broadcasting  
 • Contemporary television and cable | • Identify key moments in the historical development of the television and cable.  
 • Discuss their own TV use in relation to the history of the mass media.  
 • Criticize TV texts in relation to representation, form, and production.  
 • Identify core skills for Media and Cinema Studies  
 • Apply core skills in Media and Cinema Studies through creative work  
 • Analyze the effectiveness of MCS through peer evaluation | • Read  
 o Ch. 8 in textbook  
 o Mittell (on D2L)  
 o Hilmes (on D2L)  
 • Graded  
 o Discussion post: Favorite TV (12 Jul, 9am CST)  
 • Ungraded  
 o Reading quiz (13 Jul, 5pm CST) | • Graded: Favorite TV  
 o Write a post that describes your favorite TV program and why. 300 words. |

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<th>Module 10</th>
<th>Topics</th>
<th>At the end of this Module, students will be able to:</th>
<th>Activities (due date in parentheses)</th>
<th>Discussion Topics</th>
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</table>
| New Media       | • New Media  
• Video Games | • Identify key moments in the historical development of new media  
• Describe the relationship between our culture, technological development, and new media.  
• Discuss their own new media and video game use in relation to the history of the mass media.  
• Criticize new media texts in relation to representation, form, and production. | • Read  
  o Ch. 9 in textbook  
  o Ebert (on D2L)  
• Graded  
  o Discussion post: Video Games (12 Jul, 9am CST)  
  o New Media Analysis (13 Jul, 5pm CST)  
• Ungraded  
  o Reading quiz (13 Jul, 5pm CST)  
  o Fill out Course Evaluations | • Graded: Video Game  
  o Write a post about video game stereotypes. 300 words.  
• New Media Analysis  
  o Write response to question, Are Video Games Art?  
• Participation: Response  
  o Comment on a classmate’s post with a rebuttal to their argument.  
  o Respond to any posts you receive on your post |

| Module 11  
Jul 09-13 | Topics | At the end of this Module, students will be able to: | Activities (due date in parentheses) | Discussion Topics |
|----------|--------|---------------------------------------------------|--------------------------------------|-------------------|
| Final    | • Final | • Pass the class! | • Graded  
  o Final Exam (11-13 June) | • None |
Bibliography


