

Living in a Media World

COMM 3501-1 • Spring 2013 • Hybrid online and Wednesday, 1:25-2:45 p.m. • 1110 LNCO

“Power corrupts. Absolute power is kind of neat.”

—John Lennon (1940-1980)

Professor: Glen Feighery

E-mail: glen.feighery@utah.edu (Use this e-mail—**not** Canvas.)

Phone: 801-585-7521

Office hours: By appointment

Office location: 2413 LNCO (behind the Communication Department front office)

Graduate Teaching Fellows:

Cecile Paskett

Kevin John

cecile.paskett@utah.edu

kevin.k.john@gmail.com

Office hours by appointment

Overview

Materials:

All readings, listenings, and viewings will be accessible via Canvas or online. There is no textbook.

What we'll do:

- Analyze mediated communication and its influence on individuals and society. Emphasize critical consumption of media messages and the implications of producing such messages. Engage with the technological, economic, historical, legal, and ethical foundations of mediated communication.
- Challenge the idea of “mass” communication and think instead about *public* communication as including everything from Tweets to large broadcast audiences. We'll contextualize social media as extensions of earlier business/technological patterns.
- Consider two broad themes: Critical consumption and responsible production. (Defining “responsible” is *your* job.) In the 21st century, you're not a passive, uninformed media consumer. You use and produce media messages daily. Our job is to enrich how you think about those messages.
- Engage in hybrid education.

Anytime before 1 p.m. each Monday, you will use Canvas to read a chapter or article; watch a video; submit a constructive comment; and/or contribute an example in response to a question. (*See “How to Comment and Contribute.”*)

We'll meet in class each Wednesday for discussions and small-group exercises.
- Co-create a dynamic, relevant course through your contributions and mine.¹

¹ Shoutouts to Devaki Murch for vision and content (more at <http://learni.st/users/devakiananda>), and to Amanda Friz Siska for technical help.

Our Social Contract

The basics:

- ▶ **Be on time** for Monday participation and Wednesday attendance.
- ▶ **No eating and drinking** in the auditorium. Finish lunch in the lobby.
- ▶ **Discussions:** This is a safe zone. That means our primary rule is civility.

Accommodation:

- ▶ **ADA:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need such accommodation in this class, please provide reasonable prior notice to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020 (V/TDD), <http://disability.utah.edu/>.
- ▶ **Content:** This course might expose you to things you find discomforting. I will not make accommodations in course content, requirements, or expectations. <http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf>

Attendance:

- ▶ University policy online: <http://registrar.utah.edu/handbook/attend.php>
- ▶ You must attend all Wednesday classes. You get **zero (0)** “free days.” You earn points for attending and participating on Wednesdays. You don’t if you don’t.
- ▶ **See also:** <http://registrar.utah.edu/handbook/withdrawal.php> and the semester calendar at <http://registrar.utah.edu/academic-calendars/spring2013.php>.

Advisory:

Students who have successfully completed COMM 1500 Intro to Mass Communication should *not* take COMM 3505 Living in a Media World.

Grades

Where your course grade comes from:

Media you own/media use diary	75 points
Media use response	75 points
Code of ethics	75 points
Case study	105 points
Online participation (10 points x 13 weeks)	130 points
In-class attendance/participation (10 points x 14 weeks)	140 points
Total:	600 possible points

Written assignments:

- ▶ These five assignments *must be submitted on paper, **not Canvas or e-mail:*** Media You Own; Media Use Diary; Media Use Response; Code of Ethics; Case Study.
- ▶ The last three assignments *must be double-spaced* in a serified font like Cambria or Times New Roman, *12 point*. (This is Times New Roman 12 pt.)
- ▶ *Because this is a large class, I cannot accept late assignments.*
- ▶ Bring these assignments on the due dates at the *beginning* of class—1:25 p.m.
- ▶ Each assignment will explain how I’ll grade it. *This includes proper spelling, grammar, and punctuation.* Everything you submit must be of professional quality.

Grading scale:

When I calculate your course grade at the end of the semester, I will use this scale. These are the cutoffs for each grade. *Example:* an A- is anything between 540-563 points.

564 pts. or above	A	522 pts. B+	462 pts. C+	402 pts. D+	354 pts. or below	E
540 pts. A-		504 pts. B	444 pts. C	384 pts. D		
		480 pts. B-	420 pts. C-	360 pts. D-		

Weekly schedule

Life's unpredictable, so this will change. When it does, I'll tell you.
All readings are posted in weekly Modules on Canvas.

Week 1

THEME: INTRODUCING OURSELVES — Syllabus, schedule, information sheets.

- By class time Wednesday
Read: This syllabus.
- In class Wednesday, Jan. 9
Baseline assessment: What we know and how.
Assignment: Media You Own & Media Use Diary (*due next week*, Jan. 16).

Week 2

THEME: THE MEDIA WORLD — And our roles in it.

- By 1 p.m. Monday, Jan. 14
Read: Pavlik & McIntosh, Ch. 1, "Mass Communication and Its Digital Transformation"; Johnson, Ch. 1, "Ethical Perspectives"; "How to Comment and Contribute."
Comment: On both chapter readings.
Contribute: A *specific* example of an ethical problem in the media.
- In class Wednesday, Jan. 16
A first look at ethical perspectives.
Due: Media You Own and Media Use Diary.

Week 3

THEME: READING — Cultural heritage, convergence, and copyright.

- By 1 p.m. Monday, Jan. 21
Read: Biagi, Ch. 2, "Books," pp. 32, 35-40; Manjoo, "The Great Tech War of 2012."
Watch: "Organizing the Bookcase," <http://www.youtube.com/watch?v=zhRT-PM7vpA>
Comment: On both readings (the video is just for fun).
Contribute: The title of a book that means something to you—and why.
- In class Wednesday, Jan. 23
What books mean to us, from textbook controversies to Google vs. Kindle.
Exercise: Name that quote.

Week 4

THEME: NEWS — Information, narratives, and communities.

- By 1 p.m. Monday, Jan. 28
Read: Fallows, “Learning to Love New Media”; McGhee, “Rural papers doing better than their city counterparts.”
Comment: On both readings.
Contribute: The name of a news source you trust—and why.
- In class Wednesday, Jan. 30
 Discussion: Questions for news consumers; we’re all co-creators of news narratives.
Assignment: Media use response and fast (*due next week*, Feb. 6).
Read for this assignment: Bradbury, “The Veldt.”

Week 5

THEME: NICHES — Social classes, target audiences, and community-building.

- By 1 p.m. Monday, Feb. 4
Read: Dominick, Ch. 5, “Magazines”; Petrecca, “Newsweek.”
Comment: On both readings.
Contribute: The name of a magazine you read regularly—and why.
- In class Wednesday, Feb. 6
 Discussion: Media for niches vs. media for communities.
Due: Media Use Response and Fast.

Week 6

THEME: VISUAL MEDIA — Film from the Lumière brothers to Netflix.

- By 1 p.m. Monday, Feb. 11
Read: Pavlik & McIntosh, Ch. 6, “Visual Media.”
Comment: On the reading.
Contribute: The title of your favorite film—and why.
- In class Wednesday, Feb. 13
 Discussion: How movies take us into another world.

Week 7

THEME: APPLIED ETHICS — Making decisions you can defend.

- By 1 p.m. Monday, Feb. 18
Read: Bowen, “Ethical Guidelines for Social Media”; “Ethical Guidelines for Social Media-Wash Post.”
Comment: On both readings.
Contribute: Example of an ethical problem in social media (*e.g.*, Facebook, Twitter).
- In class Wednesday, Feb. 20
 Exercise: Ethical guidelines for social media.
Assignment: Write your own code of ethics (*due in two weeks*, March 6).

Week 8

THEME: STORYTELLING — *War of the Worlds*, culture wars, Pandora, Spotify.

- By 1 p.m. Monday, Feb. 25
Read: Bueler, “The beauty of radio”; Vivian, Ch. 8, “Radio.”
Comment: On both readings.
Contribute: The name of your favorite radio program—and why.
- In class Wednesday, Feb. 27
 Exercise: We celebrate Halloween in February.

Week 9

THEME: TELEVISION — Entertainment and journalism: From *I Love Lucy* to *American Idol*; from Fox News to Al Jazeera.

- By 1 p.m. Monday, March 4
Read: Rodman, Ch. 9, “Television,” pp. 243-260 and 264-267.
Comment: On the reading.
Contribute: The name of a TV program you watch while *not* multitasking—and why.
- In class Wednesday, March 6
 Exercise: TBA.
Due: Code of ethics.

Week 10

SPRING BREAK.

Week 11

THEME: MUSIC — Performing, consuming, and performing.

- By 1 p.m. Monday, March 18
Read: Vivian, Ch. 6, “Sound Recording”
Watch: The Nonce, “Mix Tapes” <http://www.youtube.com/watch?v=QyuHuEg8auA>
Comment: On the reading (the video is just for nostalgia).
Contribute: The *purpose* of your favorite playlist (e.g., wakeup, workout, commute).
- In class Wednesday, March 20
 Exercise: Rock band.

Week 12

THEME: OUR ONLINE SELVES — Personalities, communities, commodities.

- By 1 p.m. Monday, March 25
Read: Grossman, “Beast With a Billion Eyes”; *The Atlantic*, “Where Everybody Knows Your Name.”
Comment: On both readings.
Contribute: At least 3-4 detailed sentences answering this question: Is your online self less important than your “real” self? Or are they the same? Why or why not?

- In class Wednesday, March 27
Discussion: Are we the sum of the online forms we fill out?
Exercise: Scary things we can find through Google.

Week 13

THEME: PERSUASIVE COMMUNICATION — Strategic communication and advertising.

- By 1 p.m. Monday, April 1
Read: Guth and Marsh, Ch. 1, “What Is Public Relations?”; Biagi, Ch. 10, “Advertising.”
Comment: On both readings.
Contribute: An example of an ad you like (or hate)—*and* why.
- In class Wednesday, April 3
Discussion: The four stages of strategic communication, the TARES test and advertising.
Exercise: Utah tourism campaign.
Assignment: Case Study (*due on the last day of class*, April 24).

Week 14

- By 1 p.m. Monday, April 8
Earn your weekly online participation points by writing a paragraph about a possible subject for your Case Study. (You may change it later.)
- NO CLASS on Wednesday, April 10—work on your Case Study.

Week 15

THEME: WHAT CAN WE (LEGALLY) DO? Copyright vs. Creative Commons.

- By 1 p.m. Monday, April 15
Read: Campbell et al., Ch. 14, “Legal Controls.”
Watch: Stephen Colbert interview with Larry Lessig (6 mins. 10 sec.)
<http://www.colbertnation.com/the-colbert-report-videos/215454/january-08-2009/lawrence-lessig>
Comment: On the reading and video (it’s four years old but good).
Contribute: An example of a great remix.
- In class Wednesday, April 17
Discussion: Where’s the line between sharing and piracy?

Week 16

THEME: WHAT SHOULD WE (ETHICALLY) DO? Professional pressures.

- No Monday online participation—finish your Case Study.
- In class Wednesday, April 24
Exercise: Proprietary information, strategic communication, and media.
Due: Case Study.