

**MCOM 3385 – Fall 2015**  
**History of Mass Media**  
**MWF 1:25 – 2:20 p.m.**

**Instructor:** Lorri Allen  
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**Office Hours:**  
by appointment

**Course Description**

This course explores the study of the development and growth of American media from colonial times to the present; it examines the social, economic and political relationships of the media within historical environments.

**Student Learning Outcomes**

Students will be able to:

1. Demonstrate an understanding of the history and roles of professionals and institutions in shaping the field of mass and mediated communication. (Competency: Diversity/Human Relations)
2. Apply critical thinking skills in class and on assignments. (Competency: Analysis and Systematic Inquiry)
3. Demonstrate the ability to apply proper research steps.
4. Expand his/her level of curiosity and know how to satisfy the need for knowledge.
5. Analyze current media issues by comparing/contrasting to similar issues in history. (Competency: Analysis and Systematic Inquiry)
6. Share and debate media issues in history.

**Evaluation and Grade Calculation**

Attendance and Participation	100
Journal Entries (10)	200
Group Presentations (4 total)	400
Final Paper	300
<b>Total</b>	<b>1000</b>

**Course Requirements**

A. Texts

1. Willis, J. (2010). *100 Media Moments that Changed America*. Santa Barbara, CA: Greenwood Press, an Imprint of ABC-CLIO, LLC. ISBN: 978-0-313-35517-2 (available as an eBook. Visit [www.abc-clio.com](http://www.abc-clio.com) for details).
2. *In Cold Blood* by Truman Capote

B. Group Presentations

C. Journal Entries (10)

D. Final Paper

E. Class participation

F. Assignment Policy

1. Assignments have deadlines. NO late assignments will be accepted. You will submit them before class begins on Blackboard.
2. Assignments and due dates may be changed at the instructor's discretion with fair notice to students.
3. No make-up tests or quizzes will be allowed unless the student must be absent the day of the exam and he/she notifies the instructor at least three (3) days in advance. The test must be taken before the day of absence.
4. Students late to class on test days may not be allowed to take the exam if another student has completed the exam and left the room.
5. Assignments will be given throughout the semester. Students are responsible for all course materials, including, but not limited to, class lectures, handouts, workbook and textbook reading assignments.
6. Students must complete all assignments to pass the course. This does not mean that merely completing all assignments guarantees the student will pass the course.
7. SPELLING, GRAMMAR AND NEATNESS COUNT!

G. **Expectations:** We all approach courses with certain expectations. I expect you to:

1. Work hard – learning requires constant reading, researching, thinking, discussing and working with your classmates and me. Everyone has something important to contribute. My job is to present new information and prepare a climate in which you can contribute your own special knowledge. Your job is to be prepared and....
2. Participate – you have to be an active part of the course to succeed. You will also have to give effort outside of class.
3. Display Classroom Courtesies:
  - No cellphone, tablet or other device use during class unless the assignment specifically calls for the use. No calls, no texts, no status update checks.

- No eating, unless there is enough for everybody. Beverages (non-alcoholic) are allowed.
- Talk, debate, ask questions and challenge but stay on topic.

Note on Access to Technology:

- I use Blackboard to communicate, post assignments and readings, present feedback and provide a space for you to communicate with your classmates. Check Blackboard regularly.
- My email policy: on weekdays, I will do my best to answer your questions in 24 hours. On weekends, I will do my best to answer your questions in 48 hours.

H. **Attendance and Tardiness Policy:** Students are expected to attend class. See the current UT Tyler catalog for the university's policy on student responsibility for missed classes and assignments. Be familiar with the university's drop policy. Students who anticipate being absent from class due to religious observance or university-sponsored activities should inform the instructor by the second class meeting.

**Students more than 15 minutes late may be considered absent. If a student must be absent the day an exam/presentation is scheduled, he/she must notify the instructor before class time. No make-ups will be allowed if the instructor is not given a legitimate excuse before the time of the exam or presentation.**

- I. **Course Withdrawal:** The last date to withdraw from classes without penalty is **October 26, 2015**.
- J. **Academic Honesty Policy:** Students will adhere to the highest standards of academic honesty. Anyone caught cheating will earn a "0" for that assignment and will be subject to academic and disciplinary action. Plagiarism (the use of written and oral words or ideas of another person, including another student, without the expressed acknowledgment of the speaker's or writer's indebtedness to that person) will not be tolerated. This includes the use of papers or other materials previously submitted to instructors in other classes, as well as video and audio recordings. Students caught plagiarizing will fail this class and be subject to academic and disciplinary action.

## II. University of Texas at Tyler Policies

### A. Students Rights and Responsibilities

1. To know and understand the policies that affect you as a student at UT Tyler, please follow this link:  
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### B. Grade Replacement/Forgiveness and Census Date Policies:

1. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
  2. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
  3. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
    - a) Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
    - b) Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
    - c) Schedule adjustments (section changes, adding a new class, dropping without a "W" grade).
    - d) Being reinstated or re-enrolled in classes after being dropped for non-payment.
    - e) Completing the process for tuition exemptions or waivers through Financial Aid.
- C. **Social Security and FERPA Statement:** It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
- D. **The UT Tyler Writing Center** provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial.

While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair or operate on your paper. Location: BUS 202. Appointments: 903-565-5995.

- E. **Disability Services:** In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150 or call (903) 566-7079.

### III. TENTATIVE\* TIMETABLE

Date	General Topic	Read	Assignment(s) Due
<b>Week 1</b> 8/24 8/26 8/28	Course Introduction Intro to <i>In Cold Blood</i> Text Intro	<i>In Cold Blood</i> 3-36; Text Timeline	Student Data Sheet
<b>Week 2</b> 8/31 9/2 9/4	TBD (Check Blackboard) Criteria of events that changed America Part 1: A New Nation	Text Part I <i>In Cold Blood</i> 36-74	Read and post journal entry #1 by 8/30 at 5 p.m.
<b>Week 3</b> 9/7 9/9 9/11	Labor Day – No class Journal Discussion Part 1: A New Nation	<i>In Cold Blood</i> 77-113	Read and post journal entry #2 by 9/8.
<b>Week 4</b> 9/14 9/16 9/18	Journal Discussion Part II: The 19 <sup>th</sup> Century Part II: Sensationalism	Text Part II <i>In Cold Blood</i> 113-154	Read and post journal entry #3 by 9/13. Group Assignment #1: Teams of 2 until 1900
<b>Week 5</b> 9/21 9/23 9/25	Journal Discussion; Group Work Group Presentations Group Presentations	<i>In Cold Blood</i> 154-206	Read and post journal entry #4 by 9/20
<b>Week 6</b> 9/28 9/30 10/2	Journal Discussion; Group Presentations Part II: Associated Press Part II: NY World & Times	Text Part II <i>In Cold Blood</i> 206-248	Read and post journal entry #5 by 9/27; Final Paper Assignment Given

<b>Week 7</b> 10/5 10/7 10/9	Journal Discussion Part III: The 20 <sup>th</sup> Century Part III: The 20 <sup>th</sup> Century	Text Part III <i>In Cold Blood</i> 248-302	Read and post journal entry #6 by 10/4.
<b>Week 8</b> 10/12 10/14 10/16	Journal Discussion; Part III Part III Part III	Text Part III <i>In Cold Blood</i> 302-343	Read and post journal entry #7 by 10/11.  Group Assignment #2: Teams of 3; 20 <sup>th</sup> Century
<b>Week 10</b> 10/19 10/21 10/23	Journal Discussion; Part III Group Work Group Presentations	Text Part III <i>In Cold Blood</i> Overview	Read and post journal entry #8 by 10/18.
<b>Week 11</b> 10/26  10/28 10/30	Journal Discussion; Group Presentations  No class No class		Read and post journal entry #9 by 10/25.  Group Assignment #3: New Teams of 3; Literary Journalism
<b>Week 12</b> 11/2 11/4 11/6	Group Presentations Group Presentations Part IV	Text Part IV	Read and post <b>FINAL</b> journal entry #10 by 11/8.
<b>Week 13</b> 11/9 11/11 11/13	Part V 2010-2015 What Does It All Mean?	Text Part V as assigned, selected readings	Group Assignment #4: Teams of 4; Historical trends
<b>Week 14</b> 11/16  11/18 11/20	Discussion on final presentations, papers Group Work Group Work		Put pitch summary on paper and presentation as journal entry by 11/15
<b>Week 15</b>	<b>HAPPY THANKSGIVING!! NO CLASS ☺</b>		
<b>Week 16</b> 11/30	Group Presentations		

12/2	Group Presentations		
12/4	Group Presentations		
<b>Week 17</b>			<b>Final Papers Due TBA</b>
12/7	Study Day Final Paper in lieu of exam		

IV. **\*This timetable is subject to change – which means that it is neither a contract nor written in stone.**

#### V. **Journal Entries**

These are intended for me to gain an insight into what you are learning and reasoning from your readings. Write at least one page per week and post on blackboard on the discussion board. Please feel free to look at other students' posts to see if they jog any more thought to your own. **Journal entries will be due every Sunday by 5 p.m.**

#### **Course Assignments**

**Final Paper** = 300 points of final grade. The student will be required to write an analysis paper comparing and contrasting similar issues, events or people in media history. Your paper can and should include digital elements, such as links, slideshows, PowerPoint or interviews you conduct.

**Journal Entries** = 200 points total. Each student will be required to journal regarding thoughts and reactions to *In Cold Blood*. These are not meant to be formal, just your thoughts as you read the assigned chapters and the connections made to your textbook. Be prepared to discuss your thoughts and journal entry in class each Monday.

**Group Presentation** = 400 points. Each group will be required to present on topics covered in the book as assigned. There will be four of these. The last group presentation will be given at the end of the semester over a specific topic and will last no more than 15 minutes.

Groups will vary in size for assignments, and I reserve the right to “fire” group members who are not doing the work or cooperating and reassign them to a new group.

**Extra Credit** = Up to 50 points for writing a story or stories for the *Patriot Talon*. See me before or after class if you're interested.

Topics to be covered this semester include: Muckraking, Women/Minorities in journalism; Sob Sister Journalism, Literary journalism, War of the Worlds radio broadcast, cartoons/animation, Ernie Pyle, Edward R. Murrow and war coverage, Watergate, Nightline, media films, public relations, alternative media, social networking, propaganda, cameras in the courtroom, magazines.

Final paper ideas:

(Choose one or come up with one of your own to be approved. First to claim the topic gets it)

1. Compare and contrast Ted Turner to Jeff Bezos
2. Compare and contrast William Randolph Hearst to a modern-day media mogul
3. Compare and contrast Murrow's war coverage to the coverage of Desert Storm
4. Explain why Watergate was good or bad for America and the impact it had on journalism
5. Explain why cameras in the courtroom hurt or help the cause of justice and why you think the U.S. Supreme Court should adopt or continue to ban cameras in its sessions
6. Demonstrate how social media has affected news coverage this century. How does it compare to the advent of radio and TV's effects in the last century?
7. How has the inclusion of women as TV broadcasters changed/improved/hurt/affected news coverage?
8. How has the inclusion of minorities as TV broadcasters changed/improved/hurt/affected news coverage?
9. Compare and contrast public relations campaigns in the 20<sup>th</sup> century to those of this century
10. Explain threats to the First Amendment throughout the nation's history
11. Compare and contrast America's mass media history to that of another country
12. Mass media is a popular topic in films and television (e.g., *Mad Men*, *The Newsroom*, *Broadcast News*, *All the President's Men*). Compare how the media is portrayed historically in film to the way it has been more recently. Which era is more realistic and why?
13. Compare and contrast coverage of the Titanic and the Kennedy assassination to that of the OKC Bombing and 9/11.
14. Many people don't like the MSM –Explain the news media's power throughout America's history. Has it grown or shrunk? What is better for the country?