



## Syllabus



### BLHS 375, Mass Media and Society Summer 2010 3 credits

This class has four face-to-face meetings: 5-6 p.m. on Tuesdays May 25, June 22, July 20 and August 10, at 3307 M Street NW, Suite 202.

Other coursework will be completed on this Blackboard site.

In the BALS curriculum at Georgetown, this course carries credit toward the Communication concentration. Students in other BALS concentrations may use the course for elective credit.



#### Overview

BLHS 375 presents a systematic study of the mass media and their support industries. Content includes historical and critical perspectives of legal, ethical and social issues surrounding the influence of the mass media on audiences, characteristics and functions of the mass media, career options, employment trends, and competencies required of mass media professionals.

This course is organized in a non-traditional way: The course includes four in-person meetings, but the bulk of the classwork will be done independently online.

That means that much of your learning will rely on materials from the Web site and your text book, from your interactions with me and your fellow students, and from your assignments.

Some people sign up for a Web-based course out of the impression that it will be easier compared to a traditional, face-to-face course. **This is not true**, and laboring under that misconception can cause some heartache as the semester draws on.

It is true that this course is more flexible than a traditional class. You can log on at any hour of the day or night to complete your assignments and participate in discussion.

But that flexibility means that you will need better study discipline and organization than in a traditional class. Do not allow yourself to fall behind.

All in all, I hope that you find this to be a stimulating, enjoyable learning experience. Please let me know if you have any feedback or suggestions about the course.

--Vincent Kiernan



#### How the online part of the course will work

The online portion of this course is organized by weeks. **This is not a self-paced course; you are expected to complete assignments by set deadlines.** This approach allows the class as a group to work through material together and will help prevent you from falling behind.

The class week starts on Monday and concludes on Sunday. Each week, you will be asked to read portions of your text book or other materials and to visit relevant Web sites.

Each week also includes an online discussion question related to the current week's topic. You are expected to make one posting by **midnight Wednesday**. Then you should read your classmates' postings, and make followup postings by noon Saturday. The Discussion Board provides details.

Written assignments are due each week as well. In general, these are due by **midnight Sunday**. The Assignments section of Blackboard contains details.



### Office hours

Feel free to call or email me at any time. But I also will hold office hours every Thursday from 1-2 p.m.

My office is located in the School of Continuing Studies on the second floor of 3307 M Street NW in Georgetown. Note that this is not on campus, but rather in Georgetown proper.



### Response time

This course uses amazing online technology, but it still includes a flesh-and-blood instructor. This means:

- Your written assignments are **not** graded by the computer. They are graded by me, and I cannot do that instantly. You can expect to receive grades on a written assignment within a week after the assignment's due date.
- I am online frequently but not 24/7. That means you will not get instant responses to email inquiries. I will answer e-mails, questions posted to the discussion board and telephone messages as quickly as I can -- within one business day after I received it.



### Grading

The final grade will be determined as follows:

- 90% to 100% = A
- 79% to 89% = B
- 68% to 78% = C
- 57% to 67% = D

This grade will be computed based on your performance on the course's assignments.

The course includes several types of assignments:

1. An initial assignment, worth 2 percent of your final grade.
2. Weekly online discussion. Each discussion is worth 2 percent of your final grade.
3. Weekly open-book online quizzes. These quizzes will test your understanding of the readings for the week. Each quiz is worth 2 percent of your final grade.
4. Participation in our four face to face classes. Each class is worth 1 percent of your grade.
5. Submission of five NewsU exercises. Each is worth 1 percent of your final grade.
6. Three open-book essay exams. These take-home exams will each assess your understanding of one-third of the course's material. Each is worth 11 percent of your final grade.
7. Report on an interview with a mass communicator. This assignment, due at the end of last week of the course, is worth 14 percent of your final grade.

### Class discussion

Class discussion -- that is, participation in the discussions on the discussion board -- will count for 2 percent of your grade in each week in which there is a discussion question.

Your week's discussion grade will take into account both whether you meet the deadlines for discussion postings and the substantiveness of your postings. When responding to someone else's posting a *substantial* posting is one that says more than "Me too" or "I disagree." A substantial response will explain *why* you agree or disagree and will provide evidence or examples to support your position. Please note that the discussions will give you guidance on completing the written assignments, so participating is well worth your time.

### Late assignments

**Important: No credit will be given for any assignment that is submitted late without the instructor's prior approval. "Prior approval"** means that the student must communicate with the instructor *before* the assignment's deadline.

An assignment that is submitted late **with** the instructor's prior approval will have its grade reduced by 10 percent for every day it is late.

## Accuracy

Your writing must be factually accurate. Errors, even seemingly minor ones, will have a heavy impact on your grade.

## Grammar and style

Similarly, your writing must conform to professional standards. Written assignments should contain no grammatical or spelling errors.

If you need to use citations, you should follow the style rules of the American Psychological Association. Information is available at the library and [online](#).

## Plagiarism

The presentation of someone else's ideas or work as your own, or without proper acknowledgment, is a **serious academic offense**.

It is plagiarism to copy information from another source without acknowledging it. It also is plagiarism to use someone's exact words without *both* placing quotation marks around the words *and* providing a reference.

Such work will receive an F for a first offense; a second plagiarism will earn an F for the course. This is consistent with the college's own policy. If you have any doubt that you are attributing your work correctly, please contact me and read [How to avoid plagiarism](#) and [How to evaluate Internet sources](#).



## Academic Misconduct policies

### Plagiarism

The presentation of someone else's ideas or work as your own, or without proper acknowledgment, is the worst crime a mass-communication professional or a scholar can commit.

The sources for all information and ideas in your assignments must be documented. In addition, all quotations must be identified as quotations, using quotation marks and documentation of the source of the quotation. Anything less than these standards is plagiarism.

Plagiarized work will be reported to Georgetown's Honor Council (see below). If the council finds that the work has been plagiarized or in some other way violates the Honor Code, the student will receive a failing grade for the course.

### Georgetown Honor System

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at [gervaseprograms.georgetown.edu/honor](http://gervaseprograms.georgetown.edu/honor), and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

### Turnitin.com

Students agree that by taking this course all required papers may be subject to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted

papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.



### Submitting Assignments

The essay exams and interview report must be submitted electronically, in both Blackboard and Turnitin.com. An assignment will not count as submitted until it has been uploaded to both Web sites. Printed assignments will not be accepted and will earn **no credit**. Similarly, assignments submitted by e-mail will not be accepted and will earn **no credit**.

All work for this class should be typed double-spaced, spell-checked, have one-inch margins, and use 12-point font.

A. To submit an assignment in Blackboard, do the following:

1. Click on the ">>View/Complete" link for the assignment.
2. Click on the Browse button if you have a file to attach. (For best results, make sure your filename consists of only letters or numbers. There should not be any other symbols or characters in the filename.)
3. Attach the file and complete all other items on the page.
4. Click on the Submit button at the bottom of the page.
5. Look for the confirmation indicating that your assignment has been uploaded. Note: At this point, your gradebook will show an exclamation point, indicating that your instructor has received the assignment but has not yet graded it. If you see a padlock icon instead, it means that you did **not** successfully submit the file and that you should repeat the above steps to submit it. If you are still having problems, contact the [support center](#) and indicate what message you received after you clicked on the Submit button.

B. To submit your assignment to Turnitin.com, do the following:

In order to submit your papers to Turnitin you will have to go to [www.turnitin.com](http://www.turnitin.com). The first time you go to the site you will click on the link **new user** and create a user profile. To do this you will need the following information:

Class ID: 2711681

Password: massmedia

A movie located at <http://www.turnitin.com/static/training.html> will walk you through the process of setting up your account and submitting papers.

Once you have set up your account you can login and click on the link for this class. Then click on the correct assignment link and upload your paper.



### Disabilities

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or [arc@georgetown.edu](mailto:arc@georgetown.edu).



### Inclement weather and other emergencies

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check [the university's Web site](#) or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will not meet.

Due dates for written assignments submitted through Blackboard will not be changed due to inclement weather.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up at [Student Access +](#).



## **Some Cyber-Advice**

You are investing lots of time and money in your online study. Unfortunately, any number of technical problems can destroy that work -- a lightning strike to the power line that supplies your computer, an attack by a virus that makes your hard-disk unreadable, or even an editing error on your own part. As a result, you should consider some simple steps that can help prevent problems from happening and help you cope with them if they do crop up.

### **Antivirus software**

Obtain, and use, antivirus software on your computer. It can be a heartbreaking experience to discover that your computer--and perhaps your backed-up files as well--have been corrupted by a virus or worm.

And simply installing the software is not sufficient. Because new viruses and worms are constantly appearing, it is vital that you periodically update your computer's database of antivirus information. Follow the instructions in your antivirus program to do so, or preferably configure it to automatically update itself periodically.

### **Antispyware software**

Spyware is another type of computer pest. It secretly installs itself on your computer and may monitor and record everything you type, including passwords, bank-account numbers, and Social Security numbers.

So install, and use, antispyware software. Free programs available online include Microsoft's Windows Defender (<http://www.microsoft.com/spyware>), Ad-Aware SE (<http://www.lavasoft.com>), and Spybot Search and Destroy (<http://www.safer-networking.org/en/index.html>).

### **Firewalls**

It is likewise important to use a firewall to shield your computer from hacking attacks. Windows XP and Windows Vista have basic firewalls that will provide a sufficient degree of protection, but you must be sure to activate the firewall. Unfortunately, sometimes a firewall will interfere with legitimate online education programs, so if you run into any problems, contact the IT support department.

### **Windows updates**

A fourth way to help make sure that your computer is not derailed by a hacker attack is to keep your computer's copy of Windows up to date. Microsoft periodically issues patches that are aimed at correcting weaknesses in Windows that can be exploited by hackers. By downloading and installing these patches, you can improve your computer's security. To check for patches for your machine, visit <http://windowsupdate.microsoft.com>.

### **Software updates**

You can further strengthen your computer by downloading any patches for the software you run on it, particularly Microsoft Word. These patches include fixes for both bugs in the software and vulnerabilities that can be exploited by viruses and worms. For Microsoft patches, check <http://office.microsoft.com/officeupdate>.

### **Back up frequently**

If you store your work on your computer, you should back up those files on a regular basis. Backups give you a fallback position if a file becomes corrupted by a software or hardware problem, and they also can be useful to consult if you change your mind about a new version of your writing. If your computer can write CDs or DVDs, you can make backups in that fashion. Or you can save them on a USB "thumb" drive.

### **Other suggestions**

University Information Services has several other suggestions for safe computing. Please take a moment to [read through them](#).



## Staff Information



### Dr. Vincent Kiernan

**Email** [vjk@georgetown.edu](mailto:vjk@georgetown.edu)

**Work Phone** 202 687 5145

**Office Location** 3307 M St. NW, Suite 202 (this is off-campus, in Georgetown proper)

**Office Hours** 1-2 p.m. Thursdays, and by appointment

**Personal Link** <http://explore.georgetown.edu/people/vjk/>

#### Notes

Generally, e-mail is the fastest way to reach me; we can set up a telephone conversation that way if you prefer.

Also, I frequently can be contacted via Google's Google Talk service. This offers both text messaging and online voice calls. My Google ID is [vincent.kiernan@gmail.com](mailto:vincent.kiernan@gmail.com)

Another way to get answers to your questions, from me or from your peers, is through the "General questions and discussion" section of the Conversations page. I will be checking it regularly.

PLEASE NOTE: I am online frequently but not 24/7. I generally check Blackboard once every business day, in mid to late morning. If you post a message or send an email later in the day, you may not get a response from me until the next business day.

#### About me

I am an associate dean in Georgetown's School of Continuing Studies (<http://scs.georgetown.edu>). I am in charge of the Bachelor of Arts in Liberal Studies program, in which working adults take courses at night and on weekends toward an interdisciplinary college degree.

I have been a journalist for more than 20 years. Most recently, I worked for nine years as a senior editor and senior writer for The Chronicle of Higher Education (<http://chronicle.com>), a weekly trade newspaper in Washington, D.C., that covers all sorts of goings-on in academe.

I was one of the information technology reporters, and my particular assignment was to follow advanced-technology projects such as supercomputing.

Most of my career, in fact, has been spent in journalism about science, medicine, and technology. I have had enormous fun: I've been the U.S. correspondent for New Scientist, a British weekly science magazine, which dispatched me to the South Pole, among other interesting assignments; and a reporter for Space News, for which I trolled the halls of the Pentagon for news. I've walked through a nuclear reactor, seen gigantic lasers, watched the disassembly of nuclear weapons, played with DNA, witnessed a nighttime space shuttle launch, and interviewed Nobel Prize winners.

I've also published two books on computer technology, "Writing Your Dissertation with Microsoft Word" and "Finding an Online High School."



Besides being a working journalist, I also am (I hope!) a scholar of journalism. In 2002, I earned a doctorate in mass communication from the University of Maryland at College Park. My research examines the relationships between the media and the scientific establishment.

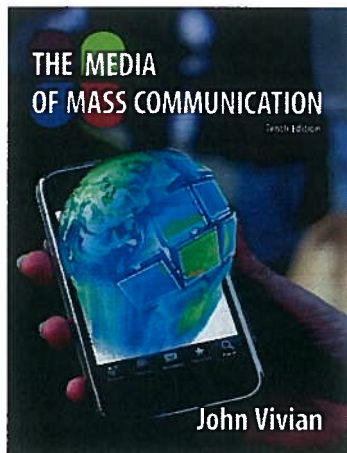
A book based on my dissertation, "Embargoed Science," was published in 2006 by the University of Illinois Press. (See <http://insidehighered.com/views/2006/08/21/kiernan> )



## Books



### Required Text



#### **The Media of Mass Communication**

Tenth Edition

by John C. Vivian

ISBN 978-0-205-69305-4

Also strongly suggested: a collegiate dictionary. (If you don't have a dictionary and don't want to buy one, you can use the online version of the American Heritage dictionary at <http://www.bartleby.com/61/>)

You must have the Vivian book by the first week of class. *No extensions will be granted because you do not have the text.*

#### **How to get the book**

You can purchase the Vivian textbook from Georgetown's [bookstore](#) or from any other bookstore that you wish. [Online and downloadable versions](#) also are available for purchase from the publisher.

(If you use a bookstore other than Georgetown's, *be sure to get the proper edition*. You can do this by making sure that you are ordering the correct ISBN. If the ISBN doesn't match the number listed above, you do not have the correct edition.)

If you order online from Georgetown's bookstore, you can arrange to pick your book up at the bookstore or have it shipped to you for a small fee. The bookstore is located in [Leavey Center](#), and its phone number is 202-687-7492.

The textbook also is [on reserve](#) at [Lauinger Library](#).



## Initial Assignment

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### Expectations

Please copy and paste the following text into a word processor. To signal your agreement, please type your name and the date. Then save the file and send it to me.

The assignment is due by 11:59 p.m. on Sunday, May 30.

**Grading:** You will receive 100 points for completing this assignment. It is worth 2 percent of your final grade in the course.

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The following are the expectations for BLHS 375, taught by Vincent Kiernan:

- > The instructor for this course is expected to provide clear, concise and complete information on all assignments and assessment components and to provide feedback in a timely manner.
- > The instructor for this course is expected to respond to all student comments and questions in a respectful and timely manner, to facilitate learning with a high level of interaction and, to hold to standards indicative of the academic excellence required by Georgetown University.
- > In order to stay connected and engaged in this class, it is expected that there will be a great deal of interactivity, not just between student and the content (web site, text book, etc.) but also between the student and the instructor and the other students in the class. Students and instructors can expect to be involved in the course site at least 3-4 times each week throughout the semester and should check email at least every other day.
- > It is expected that students will understand that distance learning is not easier than on-campus learning and is not self-paced but follows a semester schedule in which students and instructor work together in an online learning community.
- > It is expected that student conduct in this course will contribute to and support an online learning community that shows evidence of honesty, responsiveness, relevance, respect, openness, and empowerment\* for students to take responsibility for their own learning.  
\*Palooff & Pratt (1999) in Building Learning Communities Online Jossey-Bass: CA.
- > Students are expected to be prepared prior to class participation and to discuss and answer questions on the content and its relevance to their individual and group experience. Their participation will be a factor in their grade for this course.
- > Contributions to discussions are expected to be constructive, relevant and to contribute to the group knowledge in a way that either introduces new information or confirms, supports or challenges previous thoughts and statements.
- > Students are expected to submit all assignments and complete all assessment components by the due date unless otherwise negotiated in advance. Stating that a submission will be late is NOT negotiation. Any submission received after due date may not earn full credit and may not be accepted.
- > It is expected that all students will keep a copy of work submitted as back-up in case of error or dispute.
- > It is expected that any work submitted by a student in this course for academic credit will be the student's own work either individually or as part of a group.
- > It is expected that students will do their own work during quizzes and exams. Students may not compare papers, refer to texts, copy from others, or collaborate in any way unless specifically allowed by the instructor. Indications of this behavior during proctored quizzes or exams will result in failure of the quiz or exam, and may lead to failure of the course and disciplinary action.

To ensure a successful distance learning experience students can follow these suggestions.

- Avoid procrastination;
- Keep track of the deadlines for your assignments;
- Look ahead and make plans according to your posted class schedule;
- Check your grade book and watch for feedback from the instructor about your participation and assignments;
- Stay in touch. Contact your instructor and other students frequently.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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To submit your assignment, click on the >> **View/Complete** link below. Use the "Browse" button to attach your file. **Be sure to click on the *Submit* button when done.** Otherwise, your assignment will not be submitted. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.)

**Note:** Assignments must be submitted through Blackboard. ***Assignments sent through e-mail will not be graded.*** After uploading your assignment, double check that it is in Blackboard: Look up the assignment in the online gradebook. If you see an exclamation mark where the grade should be, then Blackboard received the file. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.) If you see **no** exclamation mark, Blackboard has **not** received the file, and you must upload it again.

If you have difficulty uploading your files to Blackboard, please contact [tech support](#). Extensions for technical problems will be granted only if documented by tech support. Note that the help desk usually is closed on weekends during the summer.

**Plagiarism:** Plagiarism is defined in the course syllabus. **A plagiarized assignment will earn zero credit, and the incident will be reported to university officials.**

**Late Work:** **No credit will be given for any assignment that is submitted late without the instructor's prior approval.** "Prior approval" means that the student must communicate with the instructor before the assignment's deadline, and the instructor must have approved the extension. An assignment that is submitted late **with** the instructor's prior approval will have its grade reduced by 10 percent for every day it is late.

Once your assignment is graded, you'll be able to see your grade and review the corrected assignment in the online gradebook. Click on **Tools** at the left of this page, and then on **My Grades**. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.)

>> [View/Complete Assignment: Expectations](#)

OK



## Week One: May 24-30

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### Memorial Day weekend

Please note that assignments and postings in this class are due this weekend, even though it is a holiday weekend. Please plan accordingly.



### Welcome to BLHS 375

Welcome to BLHS 375. In this course, you will take a close look at mass communication in our society, in many forms.

Many folks equate *mass communication* with *newspapers* or *television*, or -- in the past few years -- the *Web*. All of these *are* examples of mass communication, but the concept is far broader. The MP3 file you listen to, the novel that you read, and the movies that you see all are forms of mass communication too.

This semester, we will take a close look at many different forms of mass communication: What do they communicate? Why? Whose interests are being served? Whose interests are not being served?

When you are done with this course, you should be much more attuned to the sea of mass media messages that constantly surround you.

This class will provide an important orientation for communications majors. But students in other fields also will find it useful and informative: Mass media affect all of us, often in ways that are not immediately obvious. Whatever your career, you will be better prepared if you confront these mass media in an informed way.



### Class meeting

Our first in-person class meeting will be 5-6 p.m on Tuesday, May 25, at 3307 M Street, Suite 202.



### This week's reading

This week's reading provides an introduction to, and overview of, mass media industries in our society. The chapter describes mass media and outlines some of the scholarly views of how media operate. The chapter also addresses the economics of mass media -- an important question as large corporations purchase more and more media outlets.



### Reading assignment

[Chapter summary](#) (1.003 Mb)

Read Chapter 1 in **The Media of Mass Communication**. (This chapter is [available online](#) for free on the publisher's Web site. *Other chapters are not available for free. If you haven't purchased the textbook yet, be sure to do so for next week's class.*) Click on the **Chapter Summary** link above for a PowerPoint outline.



### Week 1 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. May 30. Blackboard has been programmed not to accept quiz answers after this time.



### **Online video**

Click [here](#) to watch video of a discussion about the role of mass media in society, particularly in the age of cyberspace. The video lasts about two hours; feel free to watch it in more than one sitting if you wish.

If you need technical assistance watching the video, please contact the [help desk](#).



### **Week 1 Discussion: Introductions**

Online discussion is an important part of this course. This week you'll learn how to use the discussion software.

Introduce yourself to the members of your online discussion group. Write at least 250 words about yourself -- your background, why you are taking this course, and what you hope to get out of it. Please comment on one point that was made in the video -- something you agreed with or disagreed with, and why.

Post this introduction by 11:59 p.m. on Wednesday, May 26.

After everyone has posted their introductions, post a response to each one. You might note a common interest or pose a question. Post your responses by noon on Saturday, May 29. Each response should be at least 100 words.

OK



## Week Two: May 31-June 6



### Reading assignment

[Chapter summary](#) (1.166 Mb)

Read Chapter 2 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.



### Video



Watch the 2007 documentary *Helvetica* by director Gary Hustwit. Be sure to watch it by Wednesday night so you can participate in this week's online discussion.

The video is on two-hour reserve at Lauinger Library's Gelardin New Media Center. It also is available at some local public libraries. It also is available for purchase on [iTunes](#).

(Optional background information on the film is available [online](#).)



### Week 2 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. May 31. Blackboard has been programmed not to accept quiz answers after this time.



### Week 2 Discussion: Technology

How does a typeface create a mood, feeling or image? Can you describe an occasion when you had a particular reaction to something in print, not because of the content, but because of the typeface? More generally, how does the nature of technology shape communication? Can you give an example?

Write an initial posting of 250 words. Be sure to cite relevant facts or data to support your position; don't base your argument solely on emotions or your opinion.

Post the initial posting on your position by 11:59 p.m. on Wednesday, June 2.

After all the initial postings have been made, post comments on each of your classmates' postings. Comments should go beyond "I agree" to provide support for a position or to challenge a position. Each followup posting should be at least 100 words. Post your followup postings by noon on Saturday, June 5.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Three: June 7-13



### This Week

This week, we examine the economics of the media industry. In our society, the media exist within a capitalistic economic structure -- that is, most communication media are operated by individuals or corporations who are seeking to make a profit on the venture. Even those media that are non-profit in nature, such as public television and radio, must operate within the capitalistic environment.

For years, this arrangement has worked (more or less) to the public good: Media companies were able to make profits while simultaneously informing the public. But the advent of cyberspace has caused the business model of the media industry to implode. This week, you'll explore the current economic state of affairs of the media and some possible directions (good and bad) in which the media may be moving.



### Reading assignment

[Jones](#) (1.4 Mb)

[Chapter summary](#) (485.5 Kb)

Read Chapter 3 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.

Also read Chapter 1 of **Losing the News: The Future of the News that Feeds Democracy**, by Alex S. Jones. You can download the chapter by clicking on the Jones link above.



### Video

Please watch a [video](#) of an interview with Alex S. Jones, the author of **Losing the News: The Future of the News that Feeds Democracy**. (You may want to read Chapter 1 from his book, provided higher up on this page, before watching the interview.) The interview lasts about 17 minutes.



### Week 3 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. June 13. Blackboard has been programmed not to accept quiz answers after this time.



### Week 3 Discussion: Media Economics

Some people believe that non-profit models will be a highly effective solution to the economic problems facing today's media industry. What is your view? If you think that non-profits are not the solution, what alternative do you prefer? Provide specific evidence to back up whatever position you take; the evidence should not be limited to material provided in your textbook.

Post at least 250 words on this discussion question by 11:59 p.m. on Wednesday, June 9.

After everyone has posted their answers, post a response to each one. The response should be more than "Me too" or "I agree." You should react in depth to each posting, in at least 100 words. Provide evidence to support your position; the evidence should not be limited to material provided in your textbook. Post your responses by noon on Saturday,

June 12.

You will earn up to 50 points for your original posting and up to 50 points for your responses. Postings that are very short or are not substantive will earn fewer points.

OK



## Week Four: June 14-20

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### Print Media

Books, newspapers and other print media are the oldest of the forms of mass communication that we will study this semester.

You might think that, with all those centuries behind them, these industries would be pretty much settled by this time. But the truth is anything but: The newspaper industry, for example, is in crisis these days, as owners try to find ways of cutting costs (that is, eliminating reporters) while battling off competition from the Web.

The book publishing industry also grapples with problems. Independent bookstores seem to be a dying breed, a casualty of mass distribution through chains like Borders and online retailers like Amazon.com.



### Essay take-home exam

On June 14, I will post a set of essay questions based on weeks 1-4 of this course. Your essays will be due by 11:59 p.m. on June 20.



### Reading assignment

[Chapter Summary](#) (217.5 Kb)

Read Chapter 4 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.



### Video

Please watch [a video](#) of a panel discussion of independent book publishers about the future of the publishing industry. The video lasts about an hour and 27 minutes.



### Anatomy of a Newspaper

News University is a set of online tutorials and activities about journalism. We'll use several of its modules this semester. They are well done and creative. I do hope that you'll enjoy them.

This week, I want you to register for News University (it's free) and complete one of its modules.

### Registering

To register, go to <http://www.newsu.org> and click on the **Register with NewsU** box in the upper right hand corner of the page. You'll select a username and password, and then you'll be taken to a form to submit your e-mail address and other information. After you click on the **Register** box at the bottom of the page, NewsU should register you and activate your account. **Save your username and password; you will need it later in the semester.** You can immediately proceed to this week's module, or you come back later and log back on to NewsU at another time.

### Anatomy of a Newspaper

Journalists hate to admit it, but there's a whole lot more to newspapers than just reporters and editors. Newspapers are businesses, after all. They include departments that sell advertising, drum up readers, and print the paper. This week, you'll take a look at the "big picture" for newspapers by completing the NewsU module [Anatomy of a Newspaper](#).

If you're not currently logged in to the NewsU site, you'll have to enter the username and password that you selected earlier.

You need not complete the module all in one session. You can stop and come back.

Complete the "case study" portion of the module, and post your conclusions to the module's

discussion board.

After you have completed the module, use the **Course Report** feature of the module to send a record of your performance to [vjk@georgetown.edu](mailto:vjk@georgetown.edu).

The Course Report is due by 11:59 p.m. on June 7. **Late course reports will not be accepted.** Submitting the course report is worth 1 percent of your course grade.

PS: Don't be concerned if the course report seriously understates the amount of time that you were in the module. There is a known bug in the recording software. What I will look for is that you have participated in the module.

If you have technical problems using the NewsU site, please click on **Technical help** on the left side of this page for advice.



#### **Week 4 quiz**

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. June 20. Blackboard has been programmed not to accept quiz answers after this time.



#### **Week 4 Discussion: Publishing**

List at least three books that you read in the past year. These should be books you read for *pleasure*, not for school or work.

Explain why you chose these books. Would you recommend them to someone else, and why?

Compare your motivations with the textbook's discussion of the qualities of a commercially successful book and its discussion of what motivates people to read books. Based on what you have learned about the evolving economic situation of the publishing industry, do you think these would be successful as digital products? Provide evidence to defend your position.

Post at least 250 words on this discussion question by 11:59 p.m. on Wednesday, June 16.

After everyone has posted their answers, post a response to each one. The response should be more than "Me too" or "I agree." You should react in depth to each posting, in at least 100 words. Post your responses by noon on Saturday, June 19.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Five: June 21-27

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### **Class meeting**

Our second class meeting will be held from 5-6 p.m. this Tuesday, June 22, at 3307 M Street NW, Suite 202.



### **Sound media**

For a short time after its development, radio was the nervous system of our society. People gathered around the radio for both serious purposes (listening to FDR's fireside chats) and for entertainment (listening to radio dramas). But television stole radio's thunder, and today the radio industry is much less of a cultural force.



### **Reading assignment**

[Chapter summary](#) (247 Kb)

Read Chapter 5 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.



### **The music industry**

This spring, National Public Radio's excellent news program *On the Media* did an insightful report on how the Internet has affected the music industry. Please listen to the [11-minute report](#).



### **Radio program**

As your textbook makes clear, news was one of the important forms of content in early radio. Listen to this [MP3 recording](#) of CBS radio journalist Edward R. Murrow broadcasting live from London during a German attack on that city during World War II. More background is available [here](#).



### **Week 5 quiz**

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. June 27. Blackboard has been programmed not to accept quiz answers after this time.



### **Week 5 Discussion: File-sharing**

This week's discussion will be a debate over file sharing, particularly of music. Some of you will take the position that file sharing should be allowed; others of you will be defending the recording industry's policies and actions to restrict file sharing.

Write an initial posting of 250 words defending your position. Be sure to cite relevant facts or data to support your position; don't base your argument solely on emotions or your opinion.

Post the initial posting on your position by 11:59 p.m. on June 23.

After all the initial postings have been made, post comments on each of your classmates' postings. Comments should go beyond "I agree" to provide support for a position or to challenge a position. Each followup posting should be at least 100 words. Post your followup postings by noon on Saturday, June 26.

**Assignments:** If your last name starts with a letter in the range of A to H, you will defend file sharing. If your last name starts with a letter in the range of I to Z, you will defend the recording industry.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Six: June 28-July 4

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### Independence Day 4 holiday

Please note that the usual deadlines for discussions and assignments apply this week, even though the July 4 holiday falls on this weekend. Plan accordingly.



### This week's reading

Television is an amazing medium. Today, there is great excitement about the potential of the Internet; not so long ago, the same excitement was attached to television.

It has transformed society in the United States and in other nations, by allowing information to flow in ways that previously were impossible. The effects have been myriad: When I was a child, I watched the first astronaut walk on the moon, live, thanks to television. And television certainly has shaped the politics of our nation -- witness how television news has influenced the way in which our nation fights wars.

But my mother has told me that I also was enraptured by "Mr. Clean" television commercials! And my brothers and I spent many hours watching "Batman" and "Superman" (and more recently, shows like "24"). These too shaped our view of the world and how we fit in it.

Now, in many ways, the Internet is thought to have revolutionary transformative power. To a large degree, that's because the Internet is designed in such a way that reduces the power of centralized information sources, such as television networks. This may seem to give the "little guy" a bigger voice, but will this development break our society into ever smaller factions?



### Reading assignments

[Chapter Summary for Chapter 6](#) (564 Kb)

[Chapter Summary for Chapter 7](#) (411.5 Kb)

Read Chapters 6 and 7 in **The Media of Mass Communication**. Click on the **Chapter Summary** links above for PowerPoint outlines of the reading.



### Early motion pictures

To get a taste of early motion pictures and how they differ from (and are similar to!) today's, watch "[The Tramp](#)," a classic 1915 film by Charlie Chaplin.

**Note:** You must have Quicktime installed on your computer to watch this video. If you need help installing Quicktime, contact the [help desk](#).



### Online video

Broadcast news is in the midst of wrenching transitions. Click [here](#) to watch a video on the topic.

If you have technical problems watching the video, please contact the [help desk](#).



### NewsU

Please go to the NewsU site and complete its module titled "Watching TV News: How To Be A Smarter Viewer," which will help you be an active viewer of televised news.

You can find the module [here](#).

If you're not currently logged in to the NewsU site, you'll have to enter the username and password that you selected earlier in the course.

You need not complete the module all in one session. You can stop and come back. After

you have completed the module, use the **Course Report** feature of the module to send a record of your performance to [vjk@georgetown.edu](mailto:vjk@georgetown.edu).

The Course Report is due by 11:59 p.m. on July 4. **Late course reports will not be accepted.** Submitting the course report by the deadline is worth 1 percent of your course grade.

PS: Don't be concerned if the course report seriously understates the amount of time that you were in the module. There is a known bug in the recording software. What I will look for is that you have participated in the module.

If you have technical problems using the NewsU site, please click on **Technical help** on the left side of this page for advice.



### **Week 6 quiz**

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. July 4. Blackboard has been programmed not to accept quiz answers after this time.



### **Week 6 Discussion: TV & the Internet**

Television and the Internet probably are the two communications media that are dominant in your life. This week we will take a close look at that fact.

For any 24-hour period, keep a detailed log of your use of television (including cable television) and the Internet. What did you watch/do, for how long, and why? Was it for pleasure, for school, or for work? How satisfying was it.

Take a look at your log. What does it tell you about how you use these two media and why? What similarities and differences do you see in your use of the two media? What insights can you draw from the textbook about this?

Post your log and your analysis (at least 150 words) by 11:59 p.m. on Wednesday, June 30.

After all the initial postings have been made, post comments on each of your classmates' postings. Comments should go beyond "I agree" to include a thoughtful comment. Each followup posting should be at least 100 words. Post your followup postings by noon on Saturday, July 3.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Seven: July 5-11

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### Reading assignment

[Chapter Summary for Chapter 10](#) (1.101 Mb)

[Chapter Summary for Chapter 8](#) (231 Kb)

Read Chapters 8 and 10 in **The Media of Mass Communication**. Click on the **Chapter Summary** links above for PowerPoint outlines of the reading.



### Online exercise

Please go to the NewsU site and complete its module titled "News Sense: The Building Blocks of News," which provides an overview of the basics of news judgement.

You can find the module [here](#).

If you're not currently logged in to the NewsU site, you'll have to enter the username and password that you selected earlier in the course.

You need not complete the module all in one session. You can stop and come back. After you have completed the module, use the **Course Report** feature of the module to send a record of your performance to [vjk@georgetown.edu](mailto:vjk@georgetown.edu).

The Course Report is due by 11:59 p.m. on July 11. **Late course reports will not be accepted.** Submitting the course report by the deadline is worth 1 percent of your course grade.

PS: Don't be concerned if the course report seriously understates the amount of time that you were in the module. There is a known bug in the recording software. What I will look for is that you have participated in the game.

If you have technical problems using the NewsU site, please click on **Technical help** on the left side of this page for advice.



### The future of news

We continue to consider the state of news coverage and its prospects in the age of the Internet by watching [a discussion](#) by Leonard Downie, formerly of the Washington Post, and Michael Schudson, a renowned media historian. The program lasts about an hour.



### Week 7 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. July 11. Blackboard has been programmed not to accept quiz answers after this time.



### Week 7 Discussion: News and Public Relations

In what ways are news and public relations the same? In what ways do they differ? How is the emergence of new media changing these relationships? Is this good or bad for the public?

Post your answer (at least 250 words) in your discussion group's bulletin board by 11:59 p.m. on Wednesday, July 7.

After all the initial postings have been made, post comments on each of your classmates' postings. Comments should go beyond "I agree" to include a thoughtful comment. Each followup posting should be at least 100 words. Post your followup postings by noon on Saturday, July 10.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Eight: July 12-18

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### Essay take-home exam

On July 12, I will post a set of essay questions based on weeks 5-8 of this course. Your essays will be due by 11:59 p.m. on July 18.



### Reading assignment

[Chapter Summary for Chapter 11](#) (399 Kb)

[Chapter Summary for Chapter 9](#) (229.5 Kb)

Read Chapters 9 and 11 in **The Media of Mass Communication**. Click on the **Chapter Summary** links above for PowerPoint outlines of the reading.



### This week's reading

Scholars (and journalists!) often think of the mass media as being journalism, but this week will emphasize that the mass media are much broader than that.

For many people, *entertainment* is the main reason that they use the mass media. They may entertain themselves by watching their favorite sports team on ESPN, or they may in some sense entertain themselves by reading foreign news in the New York Times.

Once a media organization has built an audience for its content, it then can sell access to that audience -- in other words, advertising. Journalists often see advertising as rather tawdry, but that attitude overlooks the fact that advertising income is a major (if not *the* major) income source for many news outlets. So journalists depend on advertising for their jobs. (By the same token, of course, newspapers would be unable to sell ads without journalists to produce content for eyeballs to read.)



### Online video

Elvis Presley was (and remains!) one of the towering figures in mass-media entertainment. Please watch an ABC News documentary about Elvis titled "Memphis Dreams: Innocence and Rebellion."

This video, in VHS format, is on reserve at Lauinger Library's [Gelardin New Media Center](#), and you also will be able to watch it online via a link that will be posted here.



### Week 8 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. July 18. Blackboard has been programmed not to accept quiz answers after this time.



### Week 8 Discussion: Advertising and Entertainment

How are advertising and democracy connected? How about entertainment and democracy? Are these relationships health?

Post your answer (at least 250 words) in your discussion group's bulletin board by 11:59 p.m. on Wednesday, July 14. How are advertising and democracy connected? What about entertainment and democracy?

After all the initial postings have been made, post comments on each of your classmates' postings. Comments should go beyond "I agree" to include a thoughtful comment. Each followup posting should be at least 100 words. Post your followup postings by noon on Saturday, July 17.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Nine: July 19-25

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### **Class meeting**

Our third class meeting will be held from 5-6 p.m. this Tuesday, July 20, at 3307 M street NW, Suite 202.



### **Reading assignments**

[Guernsey](#) (1.388 Mb)

[Chapter Summary for Chapter 12](#) (610.5 Kb)

[Chapter Summary for Chapter 13](#) (225.5 Kb)

Read Chapters 12 and 13 in **The Media of Mass Communication**. Click on the **Chapter Summary** links above for PowerPoint outlines of the reading.

Also: Read Chapter 1 of **Into the Minds of Babies**, by Lisa Guernsey (2007, Basic Books). She will be a guest speaker at this week's face-to-face class meeting, so be sure to read this before class. You can download chapter 1 by clicking on the **Guernsey** link above.



### **New Habits of News Consumers**

This week, we will use another NewsU module. This one is about how new technology is changing the nature of news.

Unlike other NewsU modules, this is not an interactive game. Rather, it is set of three videos. Click [here](#) to enter the module.

If you're not currently logged in to the NewsU site, you'll have to enter the username and password that you selected earlier in the course.

You need not complete the module all in one session. You can stop and come back. After you have completed the module, use the **Course Report** feature of the module to send a record of your performance to [vjk@georgetown.edu](mailto:vjk@georgetown.edu).

The Course Report is due by 11:59 p.m. on July 25. **Late course reports will not be accepted.** Submitting the course report by the deadline is worth 1 percent of your course grade.

PS: Don't be concerned if the course report seriously understates the amount of time that you were in the module. There is a known bug in the recording software. What I will look for is that you have participated in the game.

If you have technical problems using the NewsU site, please click on **Technical help** on the left side of this page for advice.



### **Week 9 quiz**

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. July 25. Blackboard has been programmed not to accept quiz answers after this time.



### **Week 9 Discussion: Violence in the media**

Please consider the issue of sex and violence in the media. (Think broadly: You can consider news, movies, books, the Web, music, and all the other forms of media that we have been considering.) Is there too much of this content? What is your assessment of the quality of the content? What effects (if any) do you believe that it has? And what (if anything) should be done about it?

Write at least 250 words. Post your reflection by 11:59 p.m. on Wednesday, July 21. After all your classmates have posted their reflections, provide a comment on each one.

Post your responses by noon on Saturday, July 24.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Ten: July 26-August 1

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### Reading assignment

[Chapter Summary for Chapter 14](#) (233.5 Kb)

[Chapter Summary for Chapter 15](#) (500 Kb)

Read Chapters 14 and 15 in **The Media of Mass Communication**. Click on the **Chapter Summary** links above for PowerPoint outlines of the reading.



### Online video

Watch this [video](#) of a discussion about media globalization.

Your computer must have the free Real Player software installed in order for you to watch the video. If you need help installing the software, please contact the [help desk](#).



### Week 10 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. August 1. Blackboard has been programmed not to accept quiz answers after this time.



### Week 10 Discussion: Media Globalization

Assess Schiller's assertion that U.S. media companies are dominating culture throughout the world. Is he right? (Give examples.) Does it matter? What, if anything, should be done about it?

Write at least 250 words.

Post your reflection by 11:59 p.m. on Wednesday, July 28. After all your classmates have posted their reflections, provide a comment on each one.

Post your responses by noon on Saturday, July 31.

**Grading:** You will receive up to 50 points for your first posting and 50 points for your followup postings altogether. Fewer points will be awarded for postings that are too short or insufficiently detailed. Fewer points also will be awarded if you fail to respond to all your classmates' postings.

OK



## Week Eleven: August 2-8

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### Reading assignment

[Chapter Summary](#) (195.5 Kb)

Read Chapter 16 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.



### Control of the Internet

We have come to believe that we can access anything, anywhere on the Internet from our computers, but the companies that provide the Internet connection have the technical capability to block access to whole chunks of the Net. A key question is whether it is legal for them to exercise that technical capability. Please listen to an interesting report on this question by National Public Radio's *On the Media*.



### Week 11 quiz

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. August 8. Blackboard has been programmed not to accept quiz answers after this time.



### NewsU

Please go to the NewsU site and complete its module titled "Online Media Law: The Basics for Bloggers and Other Online Publishers," which will help you understand today's legal environment for the mass media.

You can find the module [here](#).

If you're not currently logged in to the NewsU site, you'll have to enter the username and password that you selected earlier in the course.

You need not complete the module all in one session. You can stop and come back. After you have completed the module, use the **Course Report** feature of the module to send a record of your performance to [vjk@georgetown.edu](mailto:vjk@georgetown.edu).

The Course Report is due by 11:59 p.m. on August 8. **Late course reports will not be accepted.** Submitting the course report by the deadline is worth 1 percent of your course grade.

PS: Don't be concerned if the course report seriously understates the amount of time that you were in the module. There is a known bug in the recording software. What I will look for is that you have participated in the game.

If you have technical problems using the NewsU site, please click on **Technical help** on the left side of this page for advice.



### Online discussion

To give you more time to work on your final assignment, there is no online discussion this week.



## Week Twelve: August 9-13

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### **Class meeting**

Our last class meeting will be held from 5-6 p.m. this Tuesday, August 10, at 3307 M Street.



### **Essay take-home exam**

On August 9, I will post a set of essay questions based on weeks 9-12 of this course. Your essays will be due by 11:59 p.m. on August 13.



### **Reading assignment**

[Chapter Summary](#) (224 Kb)

Read Chapter 17 in **The Media of Mass Communication**. Click on the **Chapter Summary** link above for a PowerPoint outline of the reading.



### **Online discussion**

Because the summer session ends Friday, there will be no online discussion this week.



### **Week 12 quiz**

After completing this week's readings from the Vivian textbook, complete this multiple-choice quiz. This quiz is worth 1 percent of your final grade.

This is an open-book quiz: You may use the Vivian textbook, and any other printed or online resources, that you may wish. However, you **may not** consult with your classmates or any other individual other than your instructor. Consulting with others will be considered a violation of Georgetown's Honor Code and will be reported as such.

You may take as long as you want to complete the quiz, and you may save your work before finishing and return to it later. However, you must complete the quiz by 11:59 p.m. **Friday**, August 13. (Please note that this is a Friday, not Sunday as usual.) Blackboard has been programmed not to accept quiz answers after this time.



### **Interview a mass communicator**

Select a mass communicator to interview in person about his/her work. Prepare a list of 20 questions. Conduct the interview.

Summarize your interview, by submitting your questions and an essay of 1,500 to 2,000 words (not counting title page and references). Include the name and phone number or e-mail address of the person that you interviewed; I will be spot checking these to verify that the interview took place. Use 1-inch margins and a 12-point font. Use correct grammar and spelling.

Now, before you start objecting "I don't know any mass communicators!" take a breath. As you have been learning this semester, you should define *mass communicator* quite broadly. Thus you could interview:

- a reporter
- an editor
- an ad rep for a newspaper
- a producer
- broadcast "talent"
- a Webmaster
- a blogger
- a PR professional
- a book author
- a musician

- a motivational speaker...

...or anyone else who fits the definition.

Your interview should be informed by the material that we have been discussing this semester. In your interview you should discuss

- What the person does, in detail
- How the person got started in that work
- How new technology like the Internet is affecting the person's work
- What limitations the government or the marketplace places on what the person does
- What career advice the person can offer for someone looking to pursue the same career

Your report should not be a transcript of the interview. Rather, you should write an essay that addresses the above questions. Be sure to use direct quotes from the mass communicator.

You might consider making a tape or digital recording of the interview, to help you when you write your paper, but this is optional.

**Grading:** The assignment is worth 14 percent of your final grade. Here is how you will be graded:

- Appropriate person selected to interview: 5 points max
- Includes contact information for interview subject: 5 points
- 20 questions are included: 10 points max
- 20 questions reflect material covered in course: 20 points max
- Essay effectively summarizes the interview: 50 points max
- Assignment uses correct grammar, style and format: 10 points max

The assignment is due by 11:59 p.m. on **Friday, August 13.**

To submit your assignment, click on the >> **View/Complete** link below. Use the "Browse" button to attach your file. **Be sure to click on the *Submit* button when done.** Otherwise, your assignment will not be submitted. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.)

**Note:** Assignments must be submitted through Blackboard and Turnitin. An assignment will not count as submitted unless you upload it to both Web sites. See the Syllabus page for instructions on using Turnitin. ***Assignments sent through e-mail will not be graded.*** After uploading your assignment, double check that it is in Blackboard: Look up the assignment in the online gradebook. If you see an exclamation mark where the grade should be, then Blackboard received the file. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.) If you see no exclamation mark, Blackboard has **not** received the file, and you must upload it again.

If you have difficulty uploading your files to Blackboard, please contact [tech support](#). Extensions for technical problems will be granted only if documented by tech support. Note that the help desk usually is closed on weekends during the summer.

**Plagiarism:** Plagiarism is defined in the course syllabus. **A plagiarized assignment will earn zero credit, and the incident will be reported to university officials.** A second incident of plagiarism in the course will result in a failing grade for the course.

**Late Work: No credit will be given for any assignment that is submitted late without the instructor's prior approval.** "Prior approval" means that the student must communicate with the instructor before the assignment's deadline, and the instructor must have approved the extension. An assignment that is submitted late **with** the instructor's prior approval will have its grade reduced by 10 percent for every day it is late.

Once your assignment is graded, you'll be able to see your grade and review the corrected assignment in the online gradebook. Click on **Tools** at the left of this page, and then on **My Grades**. (Click on **Technical Help** on the left hand of this page for a short video illustrating this.)