

**University of Guam**

**CO106 – INTRODUCTION TO MASS COMMUNICATION**

**Fall 2024, Monday/Wednesday 11:00 AM – 12:20 PM**

**Instructor:** Dr. Francis Dalisay, Office: English and Communications (EC) Building, Room 213A

**Phone (Cell):** [REDACTED]

**Email:** fdalisay@triton.uog.edu **\*If you send me an email, please type “CO 106” on the Subject Line.**

**\*If you have a class-related issue or inquiry (e.g., missed classes), please contact me through my UOG email.**

**Office Hours:** Monday/Wednesday – 8:20 a.m. to 9:20 a.m., Tuesday/Thursday: 11:00 a.m. to 12:20 p.m., Friday: 7:30-8:30 a.m. (remote via Zoom), and by appointment

#### **REQUIRED TEXT**

Stanley Baran. (2014-present editions will do). *Introduction to communication: Media literacy and culture*. Publisher: McGraw-Hill Education; 7<sup>th</sup>-12<sup>th</sup> editions will do. [Available in the Triton Bookstore, Amazon.com, or Coursemart.com (I would suggest using Coursemart as it is cheapest, although you would only have access to the electronic version.). Also, it is possible to share a copy with a classmate.]

#### **REQUIRED SUPPLIES**

**Computer, High-speed internet access:** You should have access to a computer with high-speed internet access.

#### **CATALOG DESCRIPTION**

*This course is a survey of the history, theory, and practice of mass media in Guam, in the United States, and in the world.*  
*Prerequisite: EN110 Placement*

#### **COURSE DESCRIPTION**

As an introductory course to the study of mass communication, CO106 surveys the history, structure, organization, and cultural role of the major forms of mass media. By taking a close look at the media's historical development, cultural influence, aesthetic qualities, and future developments, students are expected to become more critical consumers of media and to gain an understanding of its increasingly important role in shaping individuals, societies, and cultures.

*The course will focus on three primary elements:*

- 1. Theories :** How information is processed, perceived and communicated; how information impacts individuals and societies (my goal is to help make the understanding of these theories ‘accessible’ to you—an undergraduate student).
- 2. Media:** The history, structure, organization, distribution and control of individual media: print and electronic.
- 3. Influences:** How media are consumed and how they impact society and its institutions.

#### **STUDENT LEARNING OUTCOMES (PLEASE REFER TO LAST PAGE OF SYLLABUS TO SEE HOW THESE SLOS ARE LINKED WITH PLOS, ILOS, AND GLOS)**

*At the end of this course, students should be able to make informed decisions relating to media consumption, by acquiring...*

- SLO1. Ability to appraise and evaluate potential mass media systems and organizations and their historical and current impact on individuals and society;
- SLO2. Capability of incorporating various approaches to critically engage with mass media messages;
- SLO3. Ability to develop and present oral and written arguments for or against mass-mediated issues; SLO4. Ability to incorporate various mass media technologies in critical research of the mass media and mass media organizations;
- SLO5: Capability of composing arguments that include some consideration of mass-mediated theoretical and cultural perspectives in looking at messages.

**EVALUATION**

*Grades in this course will be based on the following:*

Quizzes	30%
Group Presentation	10%
1 Research-based Project	20%
Recruitment for mass media survey	10%
Participation, Homework & In-class Assignments	20%
Comprehensive Final Exam	10%
<b>TOTAL</b>	<b>100%</b>

**Final Grade Formula:** Your final grade percentage =  $\frac{(\text{Total points you have earned}) \times 100}{(\text{Maximum points possible})}$

**Percentage and Final Letter Grade Equivalent**

<b>A+</b>	99-100	<b>C+</b>	77-79.99%
<b>A</b>	93-98.99%	<b>C</b>	73-76.99%
<b>A-</b>	90-92.99%	<b>C-</b>	70-72.99%
<b>B+</b>	87-89.99%	<b>D</b>	60-69.99%
<b>B</b>	83-86.99%	<b>F</b>	0-59.99%
<b>B-</b>	80-82.99%		

Note: If a student withdraws in a timely manner then a W is recorded (it can impact the students financial aid if that W takes them below 12 credits). If the professor assigns a UW due to non-performance/non-attendance it does become an F, but has a greater impact on the student's financial aid than an assigned F grade because it shows non-attendance, no attempt to complete the course.

**QUIZZES (30%)**

You will take 8 quizzes throughout the course, worth 5% each. I will drop the 2 lowest quiz grades when I calculate your final grade (hence, 6 quizzes X 5% = 30%). Please refer to the quiz study guide for the material that will likely appear on the quizzes. **QUIZZES WILL BE HELD ON FRIDAYS (SEE SCHEDULE ON SPECIFIC DATES). THEY WILL BE RELEASED 5 P.M. ON THURSDAYS AND WILL BE DUE BY 12 P.M. ON FRIDAYS.**

**GROUP PRESENTATION (10 %)**

You will be divided into groups, in which your group will be assigned to present and do relevant ‘outside’ research on topics covered on a specific chapter (See Week 14 & Week 15). I will provide the instructions for this.

**RESEARCH-BASED PROJECT (20 %)**

You will complete ONE research-based projects. This designed to help you gain “practical” knowledge about how local media influence yours and other Guam residents’ opinions on a local issue. This assignment is also meant to introduce you to fundamental concepts and techniques used in media effects research.

**RECRUITMENT FOR MASS MEDIA SURVEY (10 %)**

We will be running a survey during the semester. This survey will assess perceptions and media use regarding a local issue. You will be tasked to recruit a specified number of participants for this survey. More details will be provided later in the semester.

**PARTICIPATION, IN CLASS WORK, HOMEWORK ASSIGNMENTS (20 %)**

This is a course that is designed to be “engaging.” To facilitate active engagement, the class provides opportunities for active discussions, participation in in-class work, and homework assignments.

**COMPREHENSIVE TAKE-HOME FINAL EXAM (10 %): I WILL TALK MORE ABOUT THIS AS WE APPROACH THE EXAM...****\*\*\*ATTENDANCE POLICY\*\*\***

This class also demands excellent attendance. In the past, there has been a strong negative relationship between amount of classes missed and one’s letter grade. As such, you will be allowed 4 unexcused absences—i.e., unexcused absences from 4 Zoom class sessions. For each unexcused absence thereafter, you will be penalized 5% point to be deducted from your final grade. Students who attempt to log on to a Zoom session more than 15 minutes late will not be allowed to attend the Zoom session, and it will count as an absence. If you anticipate technical issues that may prevent you from accessing the Zoom sessions, you need to inform Dr. Dalisay 24 hours in advance. Students who accumulate 8 absences or more will

receive an automatic F and will be asked to drop the class. You will need to email me at least 24 hours before the start of class to inform me about your potential absence. For an illness to be counted as excused, you will need a doctor's note.

**Any works or quizzes missed due to an absence (including absences attributable to technical issues) cannot be made up.** It is a fair to say that there is ample time for students to complete assignments well ahead of their scheduled due dates.

### PLAGIARISM

All students are expected to abide by the rules of conduct outlined in the UOG Student Handbook (e.g., do not plagiarize). Violation of the academic honesty portion of this Code will automatically result in a course grade of "F" and referral to the Dean of CLASS and the Student Discipline and Appeals Committee.

Plagiarism occurs when one submits the work of another person as his or her own or does not adequately attribute another's work (including when one paraphrases materials without sufficiently acknowledging their source). Make sure that all of your assignments and final project are in your own words, and cite references where applicable. If you have questions about how to do this, ask. It is considered plagiarism to submit work for a grade that has been submitted elsewhere for credit.

We will use *TurnItIn* as a tool to check for plagiarism. This tool is able to spot material taken directly from AI tools such as ChatGPT.

All of the following are considered plagiarism:

- Turning in someone else's work as your own—including using AI tools such as ChatGPT to generate unoriginal work.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

"Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information with the information necessary to find that source, is usually enough to prevent plagiarism." Penalty for plagiarism will be 0 on the assignment/exam, and 15% docked from the final grade. Plagiarism or cheating on examinations/assignments is a serious offence that may result in a zero grade on an assignment, a failing grade in a course, or suspension or expulsion from the University. This semester, we will start using *TurnItIn* as a tool to check for plagiarism.

### ADA Accommodation Services

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the Student Counseling and Advising Service Accommodations office to discuss your specific accommodation needs confidentially. I will receive notification your approved accommodation(s) from the SCAS Accommodations office.

If you are not registered, you should do so immediately at the Student Center, Rotunda office #4, ph/(TTY): 735-2460, to coordinate your accommodation request.

### SCHEDULE AND READING ASSIGNMENTS (\*INDICATES SUPPLEMENTAL MATERIAL)

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment*</u>
<b>Week 1</b>		
Wednesday, Aug. 14	Course introduction	
<b>Week 2</b>		
Monday, Aug. 19	Mass communication – introductory concepts / Importance of Media Literacy	Chapter 1 & 2
Wednesday, Aug. 21	Mass communication – introductory concepts / Importance of Media Literacy (cont'd) <b>*Homework Assignment 1 Due Before Beginning of Class: "Product Placement"</b>	Chapter 1 & 2
<b>Week 3</b>		
Monday, Aug. 26	Theories & Effects: The effects debate	Chapter 13a
Wednesday, Aug. 28	Theories & Effects: The effects debate (cont'd)	Chapter 13a

## A Short History of Mass Communication Chapter 13b

**Week 4**

Monday, Sept. 2 No class/meeting – Labor Day holiday  
 Wednesday, Sept. 4 A Short History of Mass Communication Theory Chapter 13b  
**\*Homework Assignment 2 Due Before Beginning of Class: “Selective Exposure” Quiz 1**

**Week 5**

Monday, Sept. 9 News and newspapers Chapter 4a  
 Briefing on History

Wednesday, Sept. 11 Scope and Structure of the Newspaper industry  
 Newspapers & Online News (cont’d) Chapter 4b  
 Trends and Convergence

**\*In-Class Assignment: Trends and Convergence Quiz 2**

**Week 6**

Monday, Sept. 16 News and newspapers: Research and theories Chapter 4b (cont’d)  
 Framing  
 Content Analysis Content Analysis Slides

\*The Guam Case: Social Control Function of Local Newspapers \*Dalisay Guam Study 1

\*The Guam Case: Agenda-Setting Theory & Public Opinion \*Dalisay Guam Study 2

Wednesday, Sept. 18 Newspapers and Online News: Hostile News, Fake News  
**Quiz 3**

**Week 7**

Monday, Sept. 23 Television (History) Chapter 8a  
 Wednesday, Sept. 25 Television (Evolution of TV) Chapter 8b

\*Cultivation & other Relevant Theories

\*TV and Violence: Video on George Gerbner

\*TV/Media and Stereotypes

Stereotypes-Powerpoint Slide

**\*In-class Assignment: Stereotypes**

**Quiz 4**

**Week 8**

Monday, Sept. 30 **\*In-class Assignment: \*Analyzing sexual content in Music Videos**  
 Wednesday, Oct. 2 Begin Internet (history) **Chapter 10**

**Quiz 5**

**Week X**

Monday, Oct. 7 FALL BREAK  
 Wednesday, Oct. 9 FALL BREAK

**Week 9**

Monday, Oct. 14 **Project 1 Due**  
 Debrief Project 1  
 Internet (history, cont’d) **Chapter 10**  
 \*Social Networks & Social Capital \*Readings TBD

Wednesday, Oct. 16 Internet (cont’d)  
 \*Addiction & Surveillance \*Readings TBD  
**\*In-class assignment: Reaction to Digital Nation Quiz 6**

**Week 10**

Monday, Oct. 21 Documentary: PBS Frontline’s *The Facebook Dilemma (part 1)*  
**Reaction paper assignment 1 due by 5 p.m.**  
 Wednesday, Oct. 23 Documentary: PBS Frontline’s *The Facebook Dilemma (part 2)*

**Reaction paper assignment 2 due by 5 p.m.****Week 11**

Monday, Oct. 28 Public Relations & Advertising Chapter 11  
\*The Elaboration Likelihood Model

Wednesday, Oct. 30 Public Relations & Advertising Chapter 12  
\*Campaigns (Digital Political Campaigns)  
**Quiz 7**

**Week 12**

Monday, Nov. 4 Videogames \*& Negative Effects: Chapter 9  
Violence/Discuss Limperos et al. article Limperos et al.

Wednesday, Nov. 6 Videogames & Positive Effects: Limperos et al.  
Cognitive skills & Political engagement Dalisay et al.  
\*TedTalks Video on Video Games: Jane McGonigal  
**\*In-class assignment: Reaction to TedTalks video**  
Time allotted for students to meet with their groups to prepare for their presentations.  
**Quiz 8**

**Week 13**

Monday, Nov. 11 NO CLASS-VETERANS' DAY  
Wednesday, Nov. 13 Catch up day/work on presentations

**ALL SURVEY RECRUITMENT PARTICIPANTS NEED TO HAVE TAKEN THE SURVEY**

**Week 14**

Monday, Nov. 18 Books/Student Presentations Chapter 2

Wednesday, Nov. 20 Magazines/Student Presentations Chapter 5  
**\*In-class assignments for both days**

**Week 15**

Monday, Nov. 25 Film/Student Presentations Chapter 6

Wednesday, Nov. 27 Radio/Student Presentations Chapter 7  
**\*In-class assignments for both days**

**Week 16**

Monday, Dec. 2 Francis' Talk or Possible Guest Speaker: Analyzing survey results,  
Discussion of statistical analysis in communication research

Wednesday, Dec. 4 Last day of instruction: Review for Final Exam or work on final papers

**Week 17**

Finals week

**-FINAL EXAM IS SCHEDULED FOR THURSDAY, DEC. 12, 2024, 10:00 AM – 11:50 AM**

*\*Remember, I am here to help you, so if you have any questions or concerns, please don't hesitate to see me.*

*"You're a shining star no matter who you are  
shining bright to see what you can truly be." - Earth Wind & Fire*

**Alignment of SLOs with PLOs with ILOs****Student Learning Outcomes (SLOs)**

SLO1. Ability to appraise and evaluate potential mass media systems and organizations and their historical and current impact on individuals and society;

SLO2. Capability of incorporating various approaches to critically engage with mass media messages;

SLO3. Ability to develop and present oral and written arguments for or against mass-mediated issues;

SLO4. Ability to incorporate various mass media technologies in critical research of the mass media and mass media organizations;

SLO5: Capability of composing arguments that include some consideration of mass-mediated theoretical and cultural perspectives in looking at messages.

**Program Learning Outcomes (PLOs)**

PLO1. Articulate the theories of perception, interaction, and the creation of shared meaning in individual, group, intercultural, mass and digital communication settings;

PLO2. Analyze the effects of media messages and form on the individual and society;

PLO3. Apply basic logic, reasoning, ethics, and interpretation in producing and consuming messages

PLO4. Construct and express a cohesive idea, across multiple platforms, drawn from multiple sources of information that arrives at a rational conclusion expressing a defensible point of view;

PLO5. Utilize contemporary and understand developing communication technologies.

**Institutional Learning Outcomes (ILOs)**

ILO1. Mastery of critical thinking and problem solving

ILO2. Mastery of quantitative analysis

ILO3. Effective oral and written communication

ILO4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

ILO5. Responsible use of knowledge, natural resources, and technology

ILO6. An appreciation of the arts and sciences

ILO7. An interest in personal development and lifelong learning.

**General Education Learning Outcomes (GLOs)**

GLO1. Essential skills

GLO2. The arts and creative expression

GLO3. Global studies

GLO4. The individual and society

GLO5. Modern languages

GLO6. Personal development

GLO7. Regional studies

GLO8. The sciences

GLO9. The search for meaning

**[Note: In order to conserve paper, and adhere to the *UOG Green Initiative*, tables are not used to convey the following information.]**

SLO1-> Aligns with PLO1, PLO2, PLO3, and PLO5 -> Aligns with ILO1, ILO3, ILO4, ILO6, ILO7 -> Meets GLO4.

Assessed through quizzes, written projects requiring qualitative interviews and survey research, written assignments and exercises facilitating skills for the development of critical consumption of media.

SLO2-> Aligns with PLO1, PLO2, PLO3, and PLO5 -> Aligns with ILO1, ILO3, ILO4, ILO6, ILO7 -> Meets GLO4.

Assessed through quizzes, written projects requiring qualitative interviews and survey research, written assignments and exercises facilitating skills for the development of critical consumption of media.

SLO3-> Aligns with PLO1, PLO2, PLO3, and PLO5 -> Aligns with ILO1, ILO3, ILO4, ILO6, ILO7 -> Meets GLO4.

Assessed through quizzes, written projects requiring qualitative interviews and survey research, written assignments and exercises facilitating skills for the development of critical consumption of media.

SLO4-> Aligns with PLO1, PLO2, PLO3, and PLO5 -> Aligns with ILO1, ILO3, ILO4, ILO6, ILO7 -> Meets GLO4.

Assessed through quizzes, written projects requiring qualitative interviews and survey research, written assignments and exercises facilitating skills for the development of critical consumption of media.

REVISED AUG. 11, 2020

7

SLO5-> Aligns with PLO1, PLO2, PLO3, and PLO5 -> Aligns with ILO1, ILO3, ILO4, ILO6, ILO7 -> Meets GLO4.

Assessed through quizzes, written projects requiring qualitative interviews and survey research, written assignments and exercises facilitating skills for the development of critical consumption of media.