



American University of Ras Al Khaimah

## AURAK Syllabus

**Course Title: Introduction to Mass Communication**

**Course Code: COMM 111**

**Credit Hours: 3**

**Semester: TBA**

**Methods of Instruction:** This course uses the face-to-face method of instruction, lecturer method, and practical exercises.

**Prerequisite course(s) and/or co-requisite courses, if applicable: None**

**Faculty Name: TBA**

**Contact Information: TBA**

**Office Hours: TBA**

### **Course Description:**

This course surveys the history and characteristics of mass communication as a field and set of intertwining industries and professions. Learners will explore the role of mass media in modern society, considering the impact of technology, culture, government, and economics. Trends are considered in historical context.

**Additional Information about the Course:** This course is not an online course. This course will cover main topics such as: Media Literacy, Print media and Future of Newspaper. New Media, Social Media, and Media effects.

### **Course Textbooks and Materials:**

Class Handouts and online resources

- Stanley J. Baran (2019). Introduction to Mass Communication. (New York: McGraw Hill, 2019) or latest edition [ISBN 9781260154627].
- Manias-Muñoz, Miren. (2019). Mass Communications and Media Studies. An Introduction (2nd edition): PEYTON PAXSON, 2018, New York, Bloomsbury. 10.1080/01439685.2019.1603868.
- Richard Campbell; Christopher Martin; Bettina Fabos; Shawn Harmsen (2020). Media Essential: A Brief introduction (5nd edition): Macmillan Learning.

### **Other Textbooks**

- Richard Campbell, Christopher R. Martin and Bettina Fabos, Media Essentials: A Brief Introduction (New York: Bedford/St. Martin's, 2011) or latest edition [ISBN-10: 0-312-59085-7]

- Joseph Turow, Media today An introduction to mass communication 3rd Edition (Newyork and London, 2009) ISBN 0-203-89534-7 Master e-book ISBN
- Malachi Adams, Mass Media and Communication (2017 Library Press) ISBN: 978-1-9789-2656-1

**Web Resources:**

Online sources and audio visual resources

- <http://www.fitnessgurusam.com/2010/09/23/your-grocery-list-may-be-sabotaging-you/>
- <http://prpr.net/pr-services/print-media/#contact>
- <http://www.vervehouse.co.uk/costs.html>
- [http://caxton-books.co.uk/wp-content/uploads/2011/03/cinema\\_logo1.png](http://caxton-books.co.uk/wp-content/uploads/2011/03/cinema_logo1.png)
- <http://www.dgreetings.com/gifts-to-india/gifts/TV-2158.html>
- <http://www.mysticalphotos.co.uk/>

Social media & Blogging

- <http://bit.ly/hholTZ>  
Identifying "Big Picture" Opportunities and Threats
- <http://bit.ly/1035d7T>
- <http://bit.ly/106gRT5>
- <http://bit.ly/145QoFs>
- Association for Media Literacy,  
[www.aml.ca](http://www.aml.ca)

**Course Learning Outcomes (CLOs)**

<b>Course Learning Outcomes</b> At the end of this course, students should be able to:	
<b>CLO 1</b>	Identify and use different types of media communication;
<b>CLO 2</b>	Evaluate media uses and effects of mediated communication;
<b>CLO 3</b>	Demonstrate understanding of the influence of mass media and their roles in developing societies.
<b>CLO 4</b>	Demonstrate understanding of the functions of Internet and social media as well as their impact in our society.

**Program Learning Outcomes (PLOs) and Mapping Course to Program Learning Outcomes**

Please see the APPENDIX for the Course to Program Learning Outcomes Mapping.

**Assessment Activities**

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

<b>Assessment Activities and</b>	<b>4 Project, Class Activity, Quizzes, Class</b>	<b>Mid-term Exam project</b>	<b>Final Exam Total 25%</b>
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Grading Weight	Participation 55%	20%	
<b>CLO 1</b>	x	x	x
<b>CLO 2</b>	x	x	x
<b>CLO 3</b>	x		x
<b>CLO4</b>	x		x

### Grading Scale:

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

AURAK Grading System and Scale		
Grade	Percentage Scores	Grade Points
<b>A</b>	<b>95-100</b>	<b>4</b>
<b>A-</b>	<b>90-94</b>	<b>3.7</b>
<b>B+</b>	<b>86-89</b>	<b>3.3</b>
<b>B</b>	<b>83-85</b>	<b>3</b>
<b>B-</b>	<b>80-82</b>	<b>2.7</b>
<b>C+</b>	<b>76-79</b>	<b>2.3</b>
<b>C</b>	<b>73-75</b>	<b>2</b>
<b>C-</b>	<b>70-72</b>	<b>1.7</b>
<b>D+</b>	<b>66-69</b>	<b>1.3</b>
<b>D</b>	<b>60-65</b>	<b>1.0</b>
<b>F</b>	<b>0-59</b>	<b>0</b>

### Weekly Course Information

Schedule of Course Topics, Required Reading, and Assignments and Assessments				
Week	Topic	Required Readings, Class activity	Assignment, (with grade weighting) &	Mapping of CLO's to Assessment
1	Introduction to the Course, Course Grading, Evaluation and Policies.	None	None	None
		AURAK catalogue pgs.(34-38); Student Handbook pgs. (23-27)		
2	What is Mass Communication? Schramm's Model of Mass Communication Intrapersonal, Interpersonal Communication,	<b>Class Handbook:</b> Mass Communications and Media Studies An Introduction	Class Activity total 15%	1,2

	<p>Mass Communication, Features, Types and Functions of Mass Communication</p> <p><a href="https://www.youtube.com/watch?v=Be-A-sCIMpg">https://www.youtube.com/watch?v=Be-A-sCIMpg</a></p>	<p>A New Introduction to Mass Communication by John Pavlik &amp; Shawn McIntosh</p> <p><a href="http://bit.ly/YO1xM8">http://bit.ly/YO1xM8</a></p> <p>Lecture/Demo</p> <p>Digital Na(t)ives? Variation in Internet Skills and Uses among Members of the “Net Generation”*</p> <p><a href="http://citeseerx.ist.psu.edu/viewdoc/">http://citeseerx.ist.psu.edu/viewdoc/...</a></p> <p>Stanford researchers find students have trouble judging the credibility of information online</p> <p><a href="https://ed.stanford.edu/news/stanford...">https://ed.stanford.edu/news/stanford...</a></p> <p>Teaching Adolescents How to Evaluate the Quality of Online Information</p> <p><a href="https://www.edutopia.org/blog/evaluat...">https://www.edutopia.org/blog/evaluat...</a></p> <p>When teens create the news: examining the impact of PBS/news hour student reporting labs</p> <p><a href="https://mediaeducationlab.com/sites/des/d">https://mediaeducationlab.com/sites/des/d</a></p> <p>watch the YouTube links</p>		
3	<p>Mass Communication, Culture, and Media Literacy</p>	<p><b>Class Handouts:</b></p> <p>Introduction to Mass Communications Media literacy and Culture</p> <p><a href="https://mediasmarts.ca/teacher-resources/break-fake-how-tell-whats-true-online">https://mediasmarts.ca/teacher-resources/break-fake-how-tell-whats-true-online</a></p>	<p>Class Activity total 15%</p>	2,3
4	<p>Convergence and the Reshaping of Mass Communication</p>	<p><b>Class Handouts:</b></p> <p>Introduction to Mass Communications Media literacy and Culture</p> <p><a href="https://mediasmarts.ca/sites/default/files/tip-sheet/tipsheet_break_the_fake.pdf">https://mediasmarts.ca/sites/default/files/tip-sheet/tipsheet_break_the_fake.pdf</a></p>	<p>Class Activity total 15%</p> <p><b>Assignment1:</b> 5%</p>	1,2,3,4
4	<p>Quiz</p>		<p><b>Quiz 5%</b></p>	1,2,3,4

5	<p><b>Part Two: Media, Media Industries, and Media Audiences</b></p> <p><b>Books</b></p>	<p><b>Model3:</b> Print Media: Books Introduction to Mass Communication. New York: McGraw Hill  <a href="https://www.mobt3ath.com/uploade/book/book-63456.pdf">https://www.mobt3ath.com/uploade/book/book-63456.pdf</a></p> <p><b>Class Handouts:</b>  Mass Communications and Media Studies An Introduction  <b>Chapter5:</b> Issues and trends in radio and music</p> <p><b>Lecture/Demo</b></p> <p>How Americans get their news:  <a href="http://www.journalism.org/2016/07/07/">http://www.journalism.org/2016/07/07/...</a></p>	Class Activity total 15%	1,2,3,4
6	<p><b>Issues and trends in print media</b></p>	<p><b>Class Handouts:</b>  Mass Communications and Media Studies An Introduction  <b>Chapter6:</b> Issues and trends in print media  A Brief History and Current Trends  <a href="https://www.seamedu.com/blog/mass-communication-a-brief-history-and-current-trends/">https://www.seamedu.com/blog/mass-communication-a-brief-history-and-current-trends/</a></p> <p><b>Lecture/Demo</b></p> <p>More links: watch the attached YouTube links</p>	Class Activity	1,2,3,4
7	<p><b>The Internet and the World Wide Web</b></p> <p>Issues and trends on the Internet  A brief history of the Internet  The Internet today</p>	<p><b>Class Handouts:</b>  Introduction to Mass Communications Media literacy and Culture</p> <p><b>Class Handouts:</b>  Mass Communications and Media Studies An Introduction  <b>Chapter8:</b> Issues and trends on the Internet</p>	Class Activity	1,2,3,4
8	Revision class, Midterm exam	None	Midterm exam 20%	1,2,3,4

9	<p><b>Newspapers</b></p> <p>History Of Printing, News Papers, Why do people read newspapers ? Newspaper page size/page format. Types Of Print Media. Characteristics Of Print Media. The Rise of the Adversarial Press. Newspapers Become Mass Media, A Revolution in Newspaper Publishing, Functions Of Newspaper. Future of Newspaper. Newspaper in UAE.</p> <p><a href="https://www.youtube.com/watch?v=9iUjvNtgWAs">https://www.youtube.com/watch?v=9iUjvNtgWAs</a></p>	<p><b>Class Handouts:</b> Introduction to Mass Communications Media literacy and Culture</p> <p>The Impact of the Printing Press <a href="http://courses.educ.ubc.ca/etec540/Se...">http://courses.educ.ubc.ca/etec540/Se...</a></p> <p>Grandparents of Media Literacy <a href="https://www.grandparentsofmediailitera...">https://www.grandparentsofmediailitera...</a></p> <p><b>Lecture/Demo</b> Homework watch the attached YouTube links. <a href="https://www.youtube.com/watch?v=ohS86cyLMEo">https://www.youtube.com/watch?v=ohS86cyLMEo</a></p>	<p><b>Assignment2:</b> 10%</p>	3,4
9	<p><b>Quiz:</b> “Discussion board”</p>	<p><b>None</b></p>	<p><b>Quiz 5%</b></p>	1,2,3,4
10	<p><b>Magazines</b></p> <p>What is the Magazine, The Rise of Women’s Magazines, Functions Of Magazine, What is the means of newsletter.</p>	<p>Lecture/Demo Homework</p>	<p><b>Assignment3:</b> 10%</p>	1,3,4
11	<p><b>Film</b></p> <p>Narrowcast media: film and cinema, cable television. Electronic Media</p>	<p>The Development and Concept of Film and Cinema</p> <p><b>Class Handouts:</b> Introduction to Mass Communications Media literacy and Culture</p>	<p>Class Activity total 15%</p>	1,4
12	<p><b>Television, Cable, and Mobile Video</b></p> <p>Issues and trends in television</p>	<p><b>Class Handouts:</b> Introduction to Mass Communications Media literacy and Culture Types and Functions of Film. Between Film and Television. Key Players in Film Production. Lecture/Demo <a href="https://www.youtube.com/watch?v=bjD4zhAvF7s">https://www.youtube.com/watch?v=bjD4zhAvF7s</a></p>	<p>Class Activity total 15%</p>	1,3, 4

<p>13</p>	<p><b>Effects of Mass Communication</b> Adjunct and impact of the mass media</p>	<p><a href="https://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.32.020181.001515">https://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.32.020181.001515</a> <b>Media Technology</b> <a href="http://bit.ly/10zWQzN">http://bit.ly/10zWQzN</a> Introduction to Mass Communication. New York: McGraw Hill <a href="https://www.mobt3ath.com/uploade/book/book-63456.pdf">https://www.mobt3ath.com/uploade/book/book-63456.pdf</a></p>		
<p>14</p>	<p><b>Advertising</b> Issues and trends in advertising The advertising industry today The future of advertising <a href="https://www.youtube.com/watch?v=VXhLmkrN0-I">https://www.youtube.com/watch?v=VXhLmkrN0-I</a> <a href="https://www.youtube.com/watch?v=cmRcoJZRXY">https://www.youtube.com/watch?v=cmRcoJZRXY</a></p>	<p>Concept, Development and Functions of Advertising Effects of the Mass Media on the Society <b>Media Effects Theories</b> <b>Concerned Children's Advertisers,</b> <a href="http://www.cca-kids.ca">www.cca-kids.ca</a> <b>Kids and Digital Media</b> <a href="https://www.mottchildren.org/posts/your-child/kids-and-digital-media">https://www.mottchildren.org/posts/your-child/kids-and-digital-media</a> Lecture/Demo How To Use 10 Psychological Theories To Persuade People <a href="https://www.fastcompany.com/3030173/h...">https://www.fastcompany.com/3030173/h...</a> The 6 Principles of Persuasion <a href="https://www.psychologytoday.com/us/bl...">https://www.psychologytoday.com/us/bl...</a> Impact of tobacco advertising and promotion on increasing adolescent smoking behaviors. <a href="https://www.ncbi.nlm.nih.gov/pubmed/1...">https://www.ncbi.nlm.nih.gov/pubmed/1...</a> Stanford researchers find students have trouble judging the credibility of information online <a href="https://ed.stanford.edu/news/stanford...">https://ed.stanford.edu/news/stanford...</a> Let Consumers See What's Happening <a href="https://www.nytimes.com/roomfo">https://www.nytimes.com/roomfo</a></p>	<p>Class Activity total 15%</p>	<p>1,2,3,4</p>

		<p><a href="#">rdebate...</a></p> <p>We Were a Nielsen Family — Here's What It Was Like  <a href="http://www.vulture.com/2015/12/nielse...">http://www.vulture.com/2015/12/nielse...</a></p> <p>Class Activity: Discuss</p>		
15	<p><b>Issues and trends in new media</b></p> <p>New Media, Social Media, purpose, Social Media vs. Mass Media, Social Media kinds, Blog Platforms, Microblog Platforms, Content Communities, Social Networks, Virtual Worlds, What is Social Media like today?, Web 1.0, Web 2.0.</p> <p><a href="https://www.youtube.com/watch?v=DvSTlxJsKzE">https://www.youtube.com/watch?v=DvSTlxJsKzE</a></p>	<p><b>Class Handouts:</b>  Mass Communications and Media Studies An Introduction</p> <p><b>Chapter9:</b> Issues and trends in new media</p> <p>New era for the telephone: ownership replacing rental  <a href="https://www.nytimes.com/1982/12/16/bu...">https://www.nytimes.com/1982/12/16/bu...</a></p> <p>Bell system breakup opens era of great expectations and great concern  <a href="https://www.nytimes.com/1984/01/01/us...">https://www.nytimes.com/1984/01/01/us...</a></p> <p>The Knight Foundation: How Youth Navigate the News Landscape  <a href="https://knightfoundation.org/reports/">https://knightfoundation.org/reports/...</a></p> <p>Experimental evidence of massive-scale emotional contagion through social networks  <a href="http://www.pnas.org/content/111/24/87...">http://www.pnas.org/content/111/24/87...</a></p> <p>Facebook and Twitter are being used to manipulate public opinion  <a href="https://www.theguardian.com/technology">https://www.theguardian.com/tec hnolog...</a></p>	Class Activity total 15%	1,2,3,4
16	Final Exam review	None	<b>Final Exam 25%</b>	1,2,3,4

**Attendance Policy**



University policy is that students are to attend all classes and to arrive on time. Students are required to:

- Attend all learning and teaching sessions associated with their program of study.
- Notify their course instructors in advance (in person, by phone or e-mail) that they will be absent from time-tabled class sessions.
- Obtain prior permission from their instructor or course manager, for planned absences of two or more consecutive class sessions during the semester.
- Provide a medical certificate or other corroborating evidence to explain their absence, if required by the University.

Unsatisfactory student attendance includes failure to regularly attend learning and teaching sessions without providing a satisfactory reason to instructors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions. Where a student fails to attend classes for **four or more weeks cumulatively**, or where a recurring pattern of non-attendance is observed over the course of the semester, the instructor has the option of deeming that the student has failed the course, in which case that student may receive an "F (Fail)" or "U (Unsatisfactory)" grade, as appropriate. At this point, and at the instructor's recommendation, the dean also has the authority to instruct the registrar to remove or withdraw the student from the course.

## **Disability Accommodations**

Students with disabilities may find they require additional support, services, or considerations. AURAK will endeavor to support students with disabilities or special needs where resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Disability Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Department of Counseling, Testing, and Disability Services located in Building H.

## **Other Relevant Policies**

### **A. Academic Integrity**

#### **The Honor Code**

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions.

While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

## **Expectations**

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

## **Violations of Academic Integrity**

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance.
- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

## **Plagiarism**

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one's own - is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

## **Faculty and Student Expectations**

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.

- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to see clarification if in doubt about what constitutes ‘authorized’ and “unauthorized” assistance. In cases involving collaborative work, all students within the collaborative group may be help responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

## **B. Concerns about grades or other course matters.**

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic and Student Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

## **C. Assignments**

University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

## **D. Mobile Phones**

All mobile phones, pagers and/or other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

## **E. Diversity and the Use of English**

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.



<b>CLO 3</b>			<b>medium</b>								
<b>CLO 4</b>				<b>medium</b>							
<b>CLO 5</b>					<b>medium</b>	<b>low</b>	<b>medium</b>				