

## University of Houston-Downtown

**Course Prefix, Number, and Title:** COMM 1302: Mass Media

**Credits/Lecture/Lab Hours:** 3/3/0

**Foundational Component Area:** Component Area Option-Oral Communication Focus

**Prerequisites:** ENG 1301

**Co-requisites:** None

**Course Description:** An introduction to mass communications, including the functions in society of newspapers, magazines, radio and television.

**TCCNS Number:** COMM 1307

**Demonstration of Core Objectives within the Course:**

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking  Communication	Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that open up the argument to wider application.	Content: organizing (topical, chronological, problem-solution patterns), writing (developing and supporting main ideas, introduction/body/conclusion and transitions), and outlining presentations (speech aids, notes, note cards, PowerPoint).  Instructional strategy: Students will prepare outlines and deliver presentations in-person to an outside community and in-class.	Rubrics for speech presentation, formal outline/text, and PowerPoint
Critical Thinking  Communication	Use and cite sources appropriately.	Content: organizing, writing, and outlining presentations  Instructional strategy: Students will cite sources appropriately during presentations and in outlines using APA guidelines.	Rubric for appropriate citation usage
Critical Thinking	Use research and analysis to develop an oral presentation.	Content: researching (goals of speaking, speaking appropriately, approaches to conveying information), delivering presentations (audience analysis), and interviewing techniques.	Rubric for research interview, individual presentation and group presentation Narrative evaluation that includes each group

Communication		Instructional strategy: Students will conduct research and interview someone in the media for presentation.	members' specific role in the work and provided self-group evaluation.
Critical Thinking  Communication	Use nonverbal communication (gestures, dress, eye content, visuals, etc.) to reinforce communications and engage the audience.	Content: types of nonverbal communication (body movements/gestures, eye contact, vocalic such as volume and rate, and dressing appropriately) and audience engagement (level of visuals, points of interest, body of presentation, and content usage). Instructional strategy: Students will interview someone in the media and deliver presentations in front of an audience (in-class and in the community)	Rubric for use of nonverbal communication in a speech presentation.
Critical Thinking  Communication	Assess the impact of oral and visual communication during presentations and provide feedback.	Content: listening, building speaker credibility, effective visual aids Instructional strategy: Students will evaluate and provide feedback to discussion questions as well as conduct a written peer evaluation.	Self and peer evaluations
Critical Thinking  Communication	Use active listening to respond to questions, summarize, clarify and facilitate understanding.	Content: listening (process, barriers, goals) Instructional strategy: Students identify multiple viewpoints during required Q&A period following presentations. Students participate and engage in discussions during lectures.	Midterm and final exams with multiple choice questions.
Critical Thinking  Teamwork	Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.	Content: conflict management, reaching diverse audiences, barriers in intercultural communication, using technology (BB, PowerPoint) and working in teams (small group dynamics, group roles/norms, group climate, expectations, and cohesion). Instructional strategy: Lectures, examples, discussions	Rubric for audience analysis Midterm and final exams with multiple choice questions.
Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making.	Content: media law and ethics, professionalism, media effects Instructional strategy: Students watch videos and evaluate consequences of mass media issues (news, entertainment, literacy, advertising, democracy, globalization, and new media landscape).	Midterm and final exams with multiple choice questions.

**Additional Course Outcomes:** By the end of the semester students will:

- Explain how current media trends and phenomena emerge from historical factors.
- Recognize how both traditional and new media are evolving in their relationship with us as individuals and as a society.
- Generalize how media culture shapes values, beliefs, and perceptions.
- Develop awareness for media economics, infrastructure, and the new media landscape.
- Evaluate the continuous struggle between information provided by media and the reality of the situation.
- Distinguish how a marketplace of ideas by media decision makers can lead to justified skepticism.

**Course Outline:**

- Mass Media Literacy
- Media Technology
- Media Economics
- Sound Media
- Motion Media
- New Media Landscape
- News
- Entertainment
- Public Relations
- Advertising
- Mass Audiences
- Mass Media Effects
- Media and Democracy
- Mass Media Globalization
- Media Law
- Ethics

**Grading/Course Content which Demonstrates Student Achievement of Core Objectives:**

**Course Grade                      A: 90-100                      B: 80-89                      C: 70-79                      D: 60-69                      F: 0-59**

<b>Summary of Course Exams, Quizzes, Activities, and Final</b>	
Weekly Media Log (written)	10%
On-line Discussion	20%
Group Presentation (oral/aural/visual)	30%
Midterm Exam	20%
Final Exam	20%
	<b>100%</b>