



Moraine Park Technical College

801-141 Introduction to Mass Communication

Course Design

Course Information

Description	Explores communication in media and media literacy by providing insight into the important issues that confront students as consumers and purveyors of mass media within the workforce and in society. The mass media revolution, including media technologies, the evolution of media content and platforms, including new media, the impact of media communications on business and society as a whole, media bias, and media law and ethics form the basis of the course.
Career Cluster	General Studies
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	54.00

Types of Instruction

Instruction Type	Credits/Hours
Lecture	54.00

Textbooks

J. Charles Sterin
Mass Media Revolution
Pearson. 2012
Edition: 1
Pages: 524
ISBN: 978-0-205-59148-0

This textbook is required.

Learner Supplies

Internet access.

Office 2013.

Flashdrive.

Core Abilities

1. Act Responsibly
2. Communicate Clearly
3. Demonstrate Integrity
4. Think Critically and Creatively
5. Work Cooperatively

Course Competencies

1. Demonstrate core abilities.

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
- 1.b. Communicate clearly.
- 1.c. Work cooperatively.
- 1.d. Demonstrate integrity.
- 1.e. Think critically and creatively.

2. Utilize the online learning management system as a resource.

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Criteria

- 2.1. You complete the Orientation about online learning tools.
- 2.2. You access Help to find directions about how to use the online tools.
- 2.3. You participate in a Discussion by introducing yourself and welcoming a classmate.
- 2.4. You submit the completed Scoring Guide in the correct Dropbox.

Learning Objectives

- 2.a. List the online learning tools available for this course.
- 2.b. Recognize the expectations of the course.
- 2.c. Accept responsibility for the requirements of the course.
- 2.d. Follow netiquette guidelines.
- 2.e. Write e-mail messages in the correct format.

- 2.f. Describe the purpose of Discussions in an online course.
- 2.g. Explain the elements of a Learning Plan.
- 2.h. Explain the purpose of an assessment.

3. Evaluate mass media literacy

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 3.1. by completing a written or oral assignment, discussions, and/or test
- 3.2. as an individual or as a member of a team

Criteria

- 3.1. You define the concept/term of mass media literacy.
- 3.2. You argue why mass media literacy is important.

Learning Objectives

- 3.a. Define media literacy.
- 3.b. Illustrate a literate person in the 21st century.
- 3.c. Identify the roots of mass media networks.
- 3.d. Explore the power and influence of media publishers.
- 3.e. Assess the impact of music on culture and society.
- 3.f. Assess the impact of images on culture and society.
- 3.g. Explain the concept of media convergence.
- 3.h. Summarize the foundational concepts of mass media.
- 3.i. Determine the importance of audience interest to success of media industries.
- 3.j. Illustrate the ways in which audience demographics influence media content.
- 3.k. Outline the methods in which electronic media has contributed toward a globalizing workforce.
- 3.l. Assess the impact of information overload.

4. Examine the mass media revolution that has taken place

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 4.1. by completing a written or oral assignment, discussions, and/or test
- 4.2. as an individual or as a member of a team

Criteria

- 4.1. You identify the three most important aspects of daily interaction with mass media that strongly influences ideas and views of the digital world.
- 4.2. You describe at least one model of communication that helps individuals to understand mass media messages.
- 4.3. You assess how mass media storytelling has changed the Digital Age.
- 4.4. You describe a good example, which is drawn from current or recent news, of media framing.
- 4.5. You explain the stages of technological innovation.
- 4.6. You identify at least three effects of technology on mass media.

Learning Objectives

- 4.a. Define the digital age.
- 4.b. Identify the stages of technological innovation.
- 4.c. Summarize the impact of technology on the mass media revolution.
- 4.d. Explore the impact of technological convergence on print.
- 4.e. Illustrate how Moore's law helps us to predict future media technologies.

5. Summarize the evolution of mass media in terms of its content and ever-changing platforms, including print, music and radio, film and television, and new media

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 5.1. by completing a written or oral assignment, discussions, and/or test
- 5.2. as an individual or as a member of a team

Criteria

- 5.1. You describe at least two changes that revolutionized the print media industries.
- 5.2. You analyze how the music and radio industry has transformed over time.
- 5.3. You examine the different film genres.
- 5.4. You describe the evolution of TV.
- 5.5. You differentiate how new media contrast from what we now call "old" media.

Learning Objectives

- 5.a. Illustrate how the use of visuals impacted the print industry.
- 5.b. Assess the role that increased literacy rates in women in the United States impacted 19th century book publishing.
- 5.c. Explain how magazine publishing emerged to become the second major mass medium in America.
- 5.d. Summarize how media and content convergence has contributed to the survival of music and radio.
- 5.e. Describe how the Big Four networks came to dominate television broadcasting.
- 5.f. Illustrate the ways in which cable and satellite television have helped to spur innovation in television programming.
- 5.g. Examine the origins of the Internet.
- 5.h. Contrast the positive and negative effects of media convergence on the way we learn about the world.
- 5.i. Determine the social and cultural impact of online social networking on human communication.

6. Identify how communications in advertising and public relations influence attitudes and beliefs

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 6.1. by completing a written or oral assignment, discussions, and/or test
- 6.2. as an individual or as a member of a team

Criteria

- 6.1. You prepare a list of ten interview questions prior to your interviews, making sure the questions address all scoring guide criteria.
- 6.2. You interview a minimum of two people to gather research on the influence of public relations and advertising in attitudes and beliefs.
- 6.3. You contrast public relations and advertising.
- 6.4. You critique a product or brand advertising campaign to assess its effectiveness.
- 6.5. You analyze public relations efforts to manage a crisis.
- 6.6. You identify the role of political advertising in mass media.

Learning Objectives

- 6.a. Define advertising.
- 6.b. Explain how advertising influences mass media content.
- 6.c. Contrast public relations campaigns from advertising.
- 6.d. Identify the role of political advertising in mass media.
- 6.e. Explore 360-Degree Campaigning.

6.f. Explain how advertising impacts public perception.

7. Examine the business and economics of the media industry

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 7.1. by completing a written or oral assignment, discussions, and/or test
- 7.2. as an individual or as a member of a team

Criteria

- 7.1. You summarize the relationship between media ownership and media control.
- 7.2. You categorize the major business models of mass media.
- 7.3. You identify the features that distinguish the business structures of each of the following industries: publishing, TV and film, radio and music.
- 7.4. You examine the purpose, the sources of revenue, and the impact of public media (radio and TV) in contrast to for-profit media.
- 7.5. You examine the significance of the audience's role in the development, production, and distribution of mass media content.
- 7.6. You analyze how the Internet is affecting media industries.
- 7.7. You identify the key challenges facing the various media industries as they strive to adapt to rapidly evolving media technologies and audiences.

Learning Objectives

- 7.a. Explore how much influence the owners of media corporations have on the content their audiences consume.
- 7.b. Explain vertical integration.
- 7.c. Examine the major business models of mass media.
- 7.d. Contrast the three models of the economics of media.
- 7.e. Define the role of the Federal Communication Commission.
- 7.f. Illustrate how the changing dynamics of audience participation have influenced mass media.

8. Assess forms of media bias

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 8.1. by completing a written or oral assignment, discussions, and/or test
- 8.2. as an individual or as a member of a team

Criteria

- 8.1. You identify forms of media bias.
- 8.2. You compare/contrast the three primary types of mass media bias.
- 8.3. You separate fact from opinion in news reports and expert analysis of news stories.

Learning Objectives

- 8.a. Explain the differences between natural bias and intentional bias.
- 8.b. Describe how intentional bias attracts audiences.
- 8.c. List the forms of media bias.
- 8.d. Explore the difference between fact and opinion.
- 8.e. Examine the bias of mainstream media.
- 8.f. Contrast bias in different media venues.

9. Summarize media law and media ethics

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 9.1. by completing a written or oral assignment, discussions, and/or test
- 9.2. as an individual or as a member of a team

Criteria

- 9.1. You discuss the historical roots of mass media law.
- 9.2. You appreciate the First Amendment's role in the evolution of American mass media law and democracy.
- 9.3. You recognize the U S government's attempts at media censorship.
- 9.4. You articulate the conflict between individual privacy rights and the freedom of the press, as well as the media's legal responsibilities.
- 9.5. You understand how the Freedom of Information Act (FOIA) helps the media to monitor and report on the actions of government.
- 9.6. You articulate the relationship between mass media ethics and media law and its influence on media regulations.

Learning Objectives

- 9.a. Explain the First Amendment.
- 9.b. Explore the historical roots of copyright law.
- 9.c. Summarize the Freedom of Information Act.
- 9.d. Explain the importance of confidentiality in newsgathering.
- 9.e. Outline self-regulation in mass media.
- 9.f. Summarize the media's legal responsibilities regarding defamation.
- 9.g. Contrast libel and slander.

10. Assess how communications in media impact culture, including global developments and diversity

Linked Core Abilities

Act Responsibly
Communicate Clearly
Demonstrate Integrity
Think Critically and Creatively
Work Cooperatively

Assessment Strategies

- 10.1. by completing a written or oral assignment, discussions, and/or test
- 10.2. as an individual or as a member of a team

Criteria

- 10.1. You outline how the mass media systems affect democracy.
- 10.2. You identify the advantages of the globalization of media and culture with explanations and examples.
- 10.3. You identify the disadvantages of the globalization of media and culture with explanations and examples.
- 10.4. You explain the conflicting role that media plays in perpetuating racial stereotypes.
- 10.5. You explain the conflicting role that media plays in perpetuating ethnic stereotypes.
- 10.6. You explain the conflicting role that media plays in perpetuating gender stereotypes.
- 10.7. You explain the conflicting role that media plays in advancing media diversity.

Learning Objectives

- 10.a. Illustrate the ways mass media can direct the public agenda at national and international levels.
- 10.b. Explain the development of emerging mass media systems in developing regions of the world.
- 10.c. Contrast the ways in which cultural context drives media content.
- 10.d. Outline the role played by mass media in terms of international diplomacy.

Grading Information

GRADING RATIONALE:

This course consists of Learning Plans that target one or more competencies. As you proceed through each Learning Plan, you will complete a variety of Activities that will help you learn facts, concepts, principles, processes, and procedures, known as Learning Objectives. Completing these Activities will ultimately enable you to successfully complete the Assessments for the target competency.

You are required to complete the Activities, to participate in the Discussions, and to submit the Assessments by the deadlines; deadlines for each Learning Plan appear in the course announcements.

Assessments will be graded according to the specific competency criteria and Core Ability indicators designated for each competency; these criteria appear in the Scoring Guides for each Assessment.

GRADING SCALE:

NOTE: You need to earn *at least a 70% or higher grade* on **each** Assessment and complete all required work by the deadlines to earn credit for the course.

REDO POLICY: If you score below 70% on your assessment, contact your instructor regarding a redo to demonstrate competency. There is only one redo per assessment and maximum of 70% can be earned on a redo attempt.

A	Earn 90% - 100% of total points and complete all required Learning Plans and Assessments by the deadlines.
B	Earn 80% - 89% of total points and complete all required Learning Plans and Assessments by the deadlines.
C	Earn 70% - 79% of total points and complete all required Learning Plans and Assessments by the deadlines.
D	Earn 60% - 69% of total points and complete all required Learning Plans and Assessments by the deadlines.
F	If you earn 59% or less on an Assessment (assignment or test), OR of the total points possible, OR fail to complete all required Learning Plans and Assessments by the deadlines.

ADDITIONAL INFORMATION ABOUT GRADES:

1. A "C" grade or better is required for all courses that are part of a program; earning a "D" as a final grade provides you with 1 (one) honor point. This will improve your overall grade point average slightly and may help you avoid suspension or probation.
2. If a course is required for completion of a program for which you expect to earn a degree, diploma or certificate, and you earn a D in the course, you will need to repeat the course until you have earned a "C" or better. Please check with the college's Repeat Policy for additional information.
3. The criteria/standards for graduation specify that a 2.0 GPA or better is required in all courses. If you earn a "D" grade, you will need to re-take the course in order to graduate. You are allowed to re-take a course twice. The most recent grade (not the highest grade) will be used for GPA calculations and will appear on your transcript.

Moraine Park Technical College Guidelines

MPTC Student Rights and Responsibilities:

As a student of MPTC, you are expected to adhere to the policies of the college as outlined by the Student Handbook. A link to the Student Handbook can be found on myMPTC, Student tab, in the Student Resources channel or at <http://www.morainepark.edu/services/student-resources/>

You are responsible for the duties set forth in this class and to communicate any questions, comments, or concerns you have to me. Acceptable means of communication include Moraine Park student e-mail, voicemail, or through online discussion forums. Use of correct grammar and punctuation is required in all written communications.

Plagiarism, cheating and collusion are prohibited at MPTC. Students who fail to observe these standards are subject to disciplinary action. Please refer to the MPTC Student Handbook for further definitions and consequences of these behaviors.

If there is a classroom interaction involving disruptive behavior or potential violation of policy, it will be reported to Scott Lieburn – Dean of Students 920-924-6459. The purpose of this is to keep the Dean apprised of any situations and/or incidences and what was done to resolve them.

Do to the unique requirements of certain programs, their specific handbooks supersede the student rights and responsibilities and student conduct code.

MPTC Student Acceptable Use of College Computing Resources

Moraine Park Technical College provides access to computer systems and networks it owns or operates to Moraine Park Technical College students in order to promote legitimate educational and administrative efforts in keeping with the College's role as an educational institution. Such access has broad impact and imposes certain responsibilities and obligations. Students have the responsibility to use these resources in an efficient, ethical and responsible manner, consistent with the law, college policy and the mission of the College. Instructors may have additional criteria related to cell phone usage during classroom and/or laboratory sessions. Students can be held accountable for use of electronic devices through the Core Abilities or Core Manufacturing Skills assessments.

MPTC ADA Statement

The college will make reasonable accommodations for persons with documented disabilities. Moraine Park Technical College abides by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendment Act of 2008.

If you have a disability that may have some impact on your work in this class and for which you may require accommodation please see the Accommodation Specialist at your respective campus so that such arrangements may be made. You will provide documentation of your disability to an Accommodation Specialist in Disability Resources.

Accommodation Specialists

Beaver Dam Campus

Wendy Christianson
920-887-4495

wchristanson@morainepark.edu

Fond du Lac Campus

Julie Lotto
920-924-3196

jlotto@morainepark.edu

West Bend Campus

Tammi Cassidy-Neal
262-334-5741

tcassidyneal@morainepark.edu

The MPTC Academic Alert System

To ensure every student takes full advantage of the educational and student support opportunities, the college uses an Academic Alert System. An alert is submitted by an instructor who is concerned that a student is in academic jeopardy.

If an alert is submitted for you, you will receive a "My Alerts" notification on myMPTC and an e-mail notifying you of the college service provider will contact you to discuss recommendations or referrals to enhance your academic success.

MPTC Academic Support and Tutoring:

Academic support is available in the Academic Success Center to:

- Receive assistance for completing class assignments.
- Improve reading skills & vocabulary to better understand textbook & program content

- Increase math & basic algebra skills and/or receive assistance with concepts in courses.
- Learn strategies and skills that will help you become a better writer, consult with an instructor on a paper.

Support is provided at all campuses by qualified instructors, tutors, and supplemental instruction. To be matched to the appropriate resource, contact the Tutoring Services Specialist by calling 920-924-3331.

MPTC Faculty Reporting Requirements:

Please be aware that instructors have some reporting requirements that are part of the job requirements at Moraine Park Technical College.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination, instructors will keep the information as private as possible and report to the institution’s Title IX Coordinators. If you would like to talk to those offices directly, Scott Lieburn – Dean of Students 920-924-6459 or Beth Mendoza - Director of Human Resources 920-924-3232. Additionally, you can also report incidents or complaints to John Faeh – Security Manager 262-335-5705.

MPTC Counseling Services:

If you are struggling with an issue that may be traumatic or unusually stressful you can reach out to our Counseling Services through the Student Services Department.

CAMPUS RESOURCES

STUDENT SERVICES DEPARTMENT - 920-924-3207 or 1-800-472-4554

SAFETY OFFICE – 920-924-6426

SECURITY OFFICE – 262-335-5705

MPTC Instructor Responsibilities:

As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to communication typically within 1-2 days, excluding weekends and holidays.

MPTC Course Timeline Changes:

As your instructor, I retain the right to make changes based on the timeline of the class, feedback from students and/or logistical issues and will inform you as soon as a change is made.

Course Learning Plans and Performance Assessment Tasks

LP1: Preparation for Course Success

Overview/Purpose

This Learning Plan prepares you for success in this course by exploring the features in the learning management system and identifying the learning outcomes of the course.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
- 1.b. Communicate clearly.
- 1.c. Work cooperatively.
- 1.d. Demonstrate integrity.
- 1.e. Think critically and creatively.

2. Utilize the online learning management system as a resource.

Criteria

- 2.1. You complete the Orientation about online learning tools.
- 2.2. You access Help to find directions about how to use the online tools.
- 2.3. You participate in a Discussion by introducing yourself and welcoming a classmate.
- 2.4. You submit the completed Scoring Guide in the correct Dropbox.

Learning Objectives

- 2.a. List the online learning tools available for this course.
- 2.b. Recognize the expectations of the course.
- 2.c. Accept responsibility for the requirements of the course.
- 2.d. Follow netiquette guidelines.
- 2.e. Write e-mail messages in the correct format.
- 2.f. Describe the purpose of Discussions in an online course.
- 2.g. Explain the elements of a Learning Plan.
- 2.h. Explain the purpose of an assessment.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. READ the Course Announcements.
3. READ the Syllabus, Grading Policy, Guidelines and Information, and Terms to Know. You are responsible for knowing this information.
4. COMPLETE the Student Orientation Tutorial.
5. PARTICIPATE in a Getting to Know You Activity in which your classmates can learn more about you.
6. LOCATE the Gradebook. VISIT the Gradebook to view the Assessments that have point values.
7. LOCATE the Email icon at the top of your screen. (To access Email, click on the "Email" icon in the navigation bar on the top of your screen.) If you click on the Email icon, you will find that you can send e-mail messages to your instructor and fellow classmates.
8. VISIT the Albion Web site (<http://www.albion.com/netiquette/corerules.html>). READ "The Core Rules of Netiquette" (a link you can select). COMPLETE the "Netiquette Quiz" (a link on the left side of the screen in the Albion Web site).NOTE: Completing the Netiquette Quiz will help you meet e-mail expectations in this course.
9. PURCHASE the textbook for this course. You can find textbook information in the Syllabus. You will need the textbook for this course.
10. SELECT Assessments under LP1 to complete the requirements for this Learning Plan.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT1: Email Message.

LP2: Introduction to Mass Media

Overview/Purpose

This learning plan will introduce you to the systems designed to communicate messages to a large number of people at the same time. Mass communication differs from the studies of other forms of communication as it focuses on a single source transmitting information to a large group of receivers.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
- 1.b. Communicate clearly.
- 1.c. Work cooperatively.
- 1.d. Demonstrate integrity.
- 1.e. Think critically and creatively.

2. Evaluate mass media literacy

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You define the concept/term of mass media literacy.
- 2.2. You argue why mass media literacy is important.

Learning Objectives

- 2.a. Define media literacy.
- 2.b. Illustrate a literate person in the 21st century.
- 2.c. Identify the roots of mass media networks.
- 2.d. Explore the power and influence of media publishers.
- 2.e. Assess the impact of music on culture and society.
- 2.f. Assess the impact of images on culture and society.
- 2.g. Explain the concept of media convergence.
- 2.h. Summarize the foundational concepts of mass media.
- 2.i. Determine the importance of audience interest to success of media industries.
- 2.j. Illustrate the ways in which audience demographics influence media content.
- 2.k. Outline the methods in which electronic media has contributed toward a globalizing workforce.
- 2.l. Assess the impact of information overload.

3. Examine the mass media revolution that has taken place

Assessment Strategies

- 3.1. by completing a written or oral assignment, discussions, and/or test
- 3.2. as an individual or as a member of a team

Criteria

- 3.1. You identify the three most important aspects of daily interaction with mass media that strongly influences ideas and views of the digital world.
- 3.2. You describe at least one model of communication that helps individuals to understand mass media messages.
- 3.3. You assess how mass media storytelling has changed the Digital Age.
- 3.4. You describe a good example, which is drawn from current or recent news, of media framing.
- 3.5. You explain the stages of technological innovation.
- 3.6. You identify at least three effects of technology on mass media.

Learning Objectives

- 3.a. Define the digital age.
- 3.b. Identify the stages of technological innovation.

- 3.c. Summarize the impact of technology on the mass media revolution.
- 3.d. Explore the impact of technological convergence on print.
- 3.e. Illustrate how Moore's law helps us to predict future media technologies.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: How has the mass media revolution impacted you as an individual?
3. Read Chapters 1-3 in your textbook.
4. View PowerPoints on Chapters 1-3.
5. Participate in a discussion on mass media revolution: Discuss how mass media storytelling has changed the Digital Age.
6. Participate in a discussion on mass media literacy: Describe a good example, which is drawn from current or recent news, of media framing. Explain and analyze the stages of technological innovation, and identify at least three effects of technology on mass media.
7. Participate in a discussion on storytelling in the media: How does good storytelling in the media affect which media content you consume? How does such storytelling affect your views and beliefs?
8. Participate in a discussion on mass media and change: Describe a modern example of how the power of stories and storytelling has resulted in a major social, cultural or political change—whether as a result of a popular film (e.g. Slumdog Millionaire) or a popular television program (e.g. Mad Men).
9. During a brainstorming activity with a small group, analyze and reflect on at least one model of communication that helps individuals to understand mass media messages.
10. In an individual reflective exercise, explain what makes you either a digital native or digital immigrant. What are the three most important aspects of daily interaction with mass media that strongly influences ideas and views of the digital world?
11. Explore online tools such as Prezi or Glogster to plan your assessment task.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT2: Key Points.

LP3: Media Platforms & Content

Overview/Purpose

This learning plan will provide you with an overview of social media. Social media is mass media and its ever-changing platforms. Every platform is like a different meeting, a different room, and the communication style you use depends on where you are.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.

- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
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- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
 - 1.b. Communicate clearly.
 - 1.c. Work cooperatively.
 - 1.d. Demonstrate integrity.
 - 1.e. Think critically and creatively.
2. Summarize the evolution of mass media in terms of its content and ever-changing platforms, including print, music and radio, film and television, and new media

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You describe at least two changes that revolutionized the print media industries.
- 2.2. You analyze how the music and radio industry has transformed over time.
- 2.3. You examine the different film genres.
- 2.4. You describe the evolution of TV.
- 2.5. You differentiate how new media contrast from what we now call "old" media.

Learning Objectives

- 2.a. Illustrate how the use of visuals impacted the print industry.
- 2.b. Assess the role that increased literacy rates in women in the United States impacted 19th century book publishing.
- 2.c. Explain how magazine publishing emerged to become the second major mass medium in America.
- 2.d. Summarize how media and content convergence has contributed to the survival of music and radio.
- 2.e. Describe how the Big Four networks came to dominate television broadcasting.
- 2.f. Illustrate the ways in which cable and satellite television have helped to spur innovation in television programming.
- 2.g. Examine the origins of the Internet.
- 2.h. Contrast the positive and negative effects of media convergence on the way we learn about the world.
- 2.i. Determine the social and cultural impact of online social networking on human communication.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: What media platform do you prefer and why?
3. Read Chapters 4-7.
4. View PowerPoints on Chapters 4-7.
5. Participate in a discussion on the evolution of mass media in terms of its content and ever-changing platforms: Focus on print. Describe at least two changes that revolutionized the print media industries.
6. Participate in a discussion on the evolution of mass media in terms of its content and ever-changing platforms: Focus on music and radio. Analyze how the music and radio industry has transformed over time.

7. Participate in a discussion on the evolution of mass media in terms of its content and ever-changing platforms: Focus on film and television. Examine the different film genres, and describe the evolution of TV.
8. Participate in a discussion on the evolution of mass media in terms of its content and ever-changing platforms: Focus on new media. Differentiate how new media contrast from what we now call “old” media.
9. In an individual reflective exercise, consider the way digitization of print materials has affected our consumption and interaction with book material. What are the advantages and disadvantages of this trend? In what ways can digitization help to either sustain or make obsolete the traditional book?
10. In a group activity, describe a recent example of how the spread of a particular Internet meme has caused either a destructive or productive change in the national discourse about an important social, cultural or political issue.
11. Brainstorm ideas for your assessment task with a small group for peer feedback. Share your own feedback with peers.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT3: Timeline.

LP4: Advertising & Public Relations

Overview/Purpose

Advertising is not a source of objective information. While it does provide information about products and services that exist, it is designed to influence you. This learning plan will provide you with an overview of how communications in advertising and public relations influence attitudes and beliefs.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
 - 1.b. Communicate clearly.
 - 1.c. Work cooperatively.
 - 1.d. Demonstrate integrity.
 - 1.e. Think critically and creatively.
2. Identify how communications in advertising and public relations influence attitudes and beliefs

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You prepare a list of ten interview questions prior to your interviews, making sure the questions address all scoring guide criteria.
- 2.2. You interview a minimum of two people to gather research on the influence of public relations and advertising in attitudes and beliefs.
- 2.3. You contrast public relations and advertising.
- 2.4. You critique a product or brand advertising campaign to assess its effectiveness.
- 2.5. You analyze public relations efforts to manage a crisis.
- 2.6. You identify the role of political advertising in mass media.

Learning Objectives

- 2.a. Define advertising.
- 2.b. Explain how advertising influences mass media content.
- 2.c. Contrast public relations campaigns from advertising.
- 2.d. Identify the role of political advertising in mass media.
- 2.e. Explore 360-Degree Campaigning.
- 2.f. Explain how advertising impacts public perception.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: How does perception affect advertising? How does the industry frame perception?
3. Read Chapter 8.
4. View PowerPoint on Chapter 8.
5. Participate in a discussion on how communications in advertising and public relations influence attitudes and beliefs.
6. In an individual reflective exercise, define advertising in its various forms (from product to political) and explain how it influences mass media content.
7. In a group activity, compare and contrast public relations then and now, and identify some trends that have led to shifts in public relations perception and practice.
8. Work with a partner on a mini-presentation to share with the class. Search the internet to find an example of a recent political television advertisement that you feel is particularly effective. Describe why you think it works to influence voter attitudes.
9. In an individual reflective exercise, consider why sexuality is used so often in product advertising, especially in television and magazines. Describe one important aspect of this advertising approach that you feel is having either a positive or negative widespread cultural impact.
10. In a group activity, select a current 360-degree product and/or brand advertising campaign and give a critique of how and why you feel it is effective in creating consumer affinity.
11. Conduct practice interviews for your assessment task.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT4: Interview.

LP5: The Business Side of Media

Overview/Purpose

Mass communication can realize cost savings and productivity gains from an effective utilization of business systems. This learning plan will explore the business and economics aspects of the media industry.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
 - 1.b. Communicate clearly.
 - 1.c. Work cooperatively.
 - 1.d. Demonstrate integrity.
 - 1.e. Think critically and creatively.
2. Examine the business and economics of the media industry

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You summarize the relationship between media ownership and media control.
- 2.2. You categorize the major business models of mass media.
- 2.3. You identify the features that distinguish the business structures of each of the following industries: publishing, TV and film, radio and music.
- 2.4. You examine the purpose, the sources of revenue, and the impact of public media (radio and TV) in contrast to for-profit media.
- 2.5. You examine the significance of the audience's role in the development, production, and distribution of mass media content.
- 2.6. You analyze how the Internet is affecting media industries.
- 2.7. You identify the key challenges facing the various media industries as they strive to adapt to rapidly evolving media technologies and audiences.

Learning Objectives

- 2.a. Explore how much influence the owners of media corporations have on the content their audiences consume.
- 2.b. Explain vertical integration.
- 2.c. Examine the major business models of mass media.
- 2.d. Contrast the three models of the economics of media.
- 2.e. Define the role of the Federal Communication Commission.
- 2.f. Illustrate how the changing dynamics of audience participation have influenced mass media.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: Why is regulation important in the media industry?
3. Read Chapter 9.
4. View PowerPoint on Chapter 9.
5. Participate in a discussion on the business and economics of the media industry.
6. Participate in a discussion: Examine the significance of the audience's role in the development, production, and distribution of mass media content.
7. Participate in a discussion: Determine how the Internet is affecting media industries. Identify the key challenges facing the various media industries as they strive to adapt to rapidly evolving media technologies and audiences.
8. In an individual reflective exercise, summarize the relationship between media ownership and media control.
9. In a group activity, categorize the major business models of mass media.
10. Work with a group on a mini-presentation to share with the class. Based on group assignments, different groups will identify the features that distinguish the business structures of each of the following industries: publishing, TV and film, radio and music.
11. Watch and discuss videos on business and economics of the media industry.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT5: Comprehension Exam.

LP6: Media Bias

Overview/Purpose

This learning plan will examine the various forms of media bias. Media bias is the bias or perceived bias of journalists and news producers in the selection of events and stories that are reported and how they are covered.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's

- posting.
1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
- 1.b. Communicate clearly.
- 1.c. Work cooperatively.
- 1.d. Demonstrate integrity.
- 1.e. Think critically and creatively.

2. Assess forms of media bias

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You identify forms of media bias.
- 2.2. You compare/contrast the three primary types of mass media bias.
- 2.3. You separate fact from opinion in news reports and expert analysis of news stories.

Learning Objectives

- 2.a. Explain the differences between natural bias and intentional bias.
- 2.b. Describe how intentional bias attracts audiences.
- 2.c. List the forms of media bias.
- 2.d. Explore the difference between fact and opinion.
- 2.e. Examine the bias of mainstream media.
- 2.f. Contrast bias in different media venues.

Learning Activities

- 1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
- 2. Think about the following: What is the impact of bias in American media?
- 3. Read Chapter 10.
- 4. View PowerPoint on Chapter 10.
- 5. Participate in a discussion on the different forms of media bias.
- 6. In an individual reflective exercise, compare and contrast the three primary types of mass media bias. Consider how these types of media bias might play a role in your life.
- 7. In a group activity, locate news reports that interest you. Work together to separate fact from opinion in news reports and expert analysis of news stories.
- 8. In a group activity, select another current news story and consider how multiple media outlets cover and analyze the story. Describe which of these outlets is closer to the facts of the story and why. Conduct a debate on the different outlets and which serves as the better resource.
- 9. Participate in a discussion: Consider to what degree news organizations should rely on bias to attract audiences.
- 10. Complete draft for assessment task.
- 11. Conduct peer review for assessment task.
- 12. Use peer review feedback to complete the final version of your assessment task.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT6: Paper.

LP7: Law & Ethics

Overview/Purpose

Even though the freedom of the media exists constitutionally, the exercise of that freedom by individual journalists is a matter of personal choice and ethics. This learning plan will examine the law and ethics of the media industry.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.
- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
 - 1.b. Communicate clearly.
 - 1.c. Work cooperatively.
 - 1.d. Demonstrate integrity.
 - 1.e. Think critically and creatively.
2. Summarize media law and media ethics

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You discuss the historical roots of mass media law.
- 2.2. You appreciate the First Amendment's role in the evolution of American mass media law and democracy.
- 2.3. You recognize the U S government's attempts at media censorship.
- 2.4. You articulate the conflict between individual privacy rights and the freedom of the press, as well as the media's legal responsibilities.
- 2.5. You understand how the Freedom of Information Act (FOIA) helps the media to monitor and report on the actions of government.
- 2.6. You articulate the relationship between mass media ethics and media law and its influence on media regulations.

Learning Objectives

- 2.a. Explain the First Amendment.
- 2.b. Explore the historical roots of copyright law.
- 2.c. Summarize the Freedom of Information Act.
- 2.d. Explain the importance of confidentiality in newsgathering.
- 2.e. Outline self-regulation in mass media.

- 2.f. Summarize the media's legal responsibilities regarding defamation.
- 2.g. Contrast libel and slander.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: What are the ethical challenges in mass media? Are we ethically and legally responsible?
3. Read Chapter 11.
4. View PowerPoint on Chapter 11.
5. Participate in a discussion on mass media law: Discuss the historical roots of mass media law.
6. Participate in a discussion on media ethics: Articulate the relationship between mass media ethics and media law and its influence on media regulations.
7. In a group activity, articulate the conflict between individual privacy rights and the freedom of the press, as well as the media's legal responsibilities.
8. In a group activity, consider what can and should the U.S. federal government do to better protect individual privacy rights in the Digital Age.
9. Participate in a discussion: Consider your view about the current “health” of the First Amendment protections. Cite a recent example from media to support your view.
10. Participate in a discussion: What do you feel are—and should be—the limits when it comes to government censorship of news media content, and why?
11. Discuss debate protocols to prepare for your assessment.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT7: Debate.

LP8: Globalization & Diversity

Overview/Purpose

The mass media of today's society plays a key role in enhancing globalization. This learning plan will explore the media impact on culture to include global developments and diversity.

Target Competencies

1. Demonstrate core abilities.

Criteria

- 1.1. You follow directions. (E.g. Name, date and course are included in your assessment.)
- 1.2. You use APA guidelines.
- 1.3. You meet deadlines.
- 1.4. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- 1.5. You apply your reading from the textbook and demonstrate an understanding of the content.
- 1.6. Your initial discussion post is 1 to 2 paragraphs.
- 1.7. You adhere to discussion post due dates as specified by your instructor.

- 1.8. Your discussion posts make connections to the course content and/or other experiences.
- 1.9. You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.
- 1.10. You respond to all questions asked of you.

Learning Objectives

- 1.a. Act responsibly.
 - 1.b. Communicate clearly.
 - 1.c. Work cooperatively.
 - 1.d. Demonstrate integrity.
 - 1.e. Think critically and creatively.
2. Assess how communications in media impact culture, including global developments and diversity

Assessment Strategies

- 2.1. by completing a written or oral assignment, discussions, and/or test
- 2.2. as an individual or as a member of a team

Criteria

- 2.1. You outline how the mass media systems affect democracy.
- 2.2. You identify the advantages of the globalization of media and culture with explanations and examples.
- 2.3. You identify the disadvantages of the globalization of media and culture with explanations and examples.
- 2.4. You explain the conflicting role that media plays in perpetuating racial stereotypes.
- 2.5. You explain the conflicting role that media plays in perpetuating ethnic stereotypes.
- 2.6. You explain the conflicting role that media plays in perpetuating gender stereotypes.
- 2.7. You explain the conflicting role that media plays in advancing media diversity.

Learning Objectives

- 2.a. Illustrate the ways mass media can direct the public agenda at national and international levels.
- 2.b. Explain the development of emerging mass media systems in developing regions of the world.
- 2.c. Contrast the ways in which cultural context drives media content.
- 2.d. Outline the role played by mass media in terms of international diplomacy.

Learning Activities

1. Review the overview and performance expectations for this Learning Plan to see why it is important, what you will learn, and how you will be assessed. Make note of requirements and scheduled deadlines.
2. Think about the following: What is the role of diplomacy in mass media? How does it affect global relations?
3. Read Chapters 14 and 15.
4. View PowerPoint on Chapters 14 and 15.
5. Participate in a discussion to outline how the mass media systems affect democracy.
6. Participate in a discussion to identify the advantages and disadvantages of the globalization of media and culture with explanations and examples.
7. In a group activity, explain the conflicting role that media plays in perpetuating racial, ethnic, and gender stereotypes and in advancing media diversity.
8. In a group activity, consider in what ways mass media can influence international diplomacy. Complete a role-playing activity with your group.
9. Explore movie-making tools such as WeVideo for your assessment task.
10. Complete a story board for your assessment task.
11. Conduct peer review on the story board for assessment task.
12. Use peer review feedback to complete the final version of your assessment task.

Assessment Activities

1. Complete PAT: Core Ability Requirements.
2. Complete PAT8: Video.

PAT: Core Abilities: Discussion Participation

Directions

PARTICIPATE in discussions per your instructor.

Review the criteria in the scoring guide to ensure you have met the requirements.

Environment Online

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	Your initial discussion post is 1 to 2 paragraphs.	5 3 0
2.	You adhere to discussion post due dates as specified by your instructor.	5 3 0
3.	Your discussion posts make connections to the course content and/or other experiences.	5 3 0
4.	You interact with a minimum of two peers by posting either a comment or question related to that peer's posting.	5 3 0
5.	You respond to all questions asked of you.	5 3 0

PAT1: Email Message

Directions

SEND an e-mail message from your MPTC-issued student e-mail account to the instructor by the deadline. Using the scoring guide as a reference, confirm in your email message that you have completed all of the criteria and ask any questions that you may have about the course.

NOTE: Be sure to follow proper e-mail format and netiquette guidelines based on the information from the Activities in this Learning Plan. If you do not follow proper e-mail format and netiquette guidelines, you will be asked to revise and resend your e-mail message until you complete it correctly.

FYI: An example of proper e-mail format appears below for your reference. Be sure to include information in the "Subject" line for your e-mail message

(Subject: Intro to Mass Communication - LP1: E-mail to Instructor) EXAMPLE OF PROPER E-MAIL FORMAT:
Dear _____: I am looking forward to taking this course. I want to learn more about how to write well, because I have found it to be a skill that I must improve upon to advance in my career. Thus, I look forward to being successful in this course. At this time, I have no other concerns or questions, but I will be sure to contact you if I do.

In closing, I am confident that I will enjoy this course and that it will benefit me.

John Doe
Intro to Mass Communication
jdoe@student.morainepark.edu
555-555-5555.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Utilize the online learning management system as a resource.

Scoring

Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

Scoring Standard

You must receive a rating of "met" on each criterion in order to successfully complete this assessment.

Scoring Guide

	Criteria	Ratings
1.	You complete the Orientation about online learning tools.	Met Not Met
2.	You access Help to find directions about how to use the online tools.	Met Not Met
3.	You participate in a Discussion by introducing yourself and welcoming a classmate.	Met Not Met

4.	You submit the completed Scoring Guide in the correct Dropbox.	Met	Not Met
5.	You meet deadlines.	Met	Not Met
6.	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	Met	Not Met
7.	You adhere to discussion post due dates as specified by your instructor.	Met	Not Met

PAT2: Key Points

Directions

USE a technology presentation tool to communicate key points surrounding mass communication. Be creative. Some technology presentation tool examples are PowerPoint, Prezi, Glogster.

Review the criteria in the scoring guide to ensure it is included.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Evaluate mass media literacy
3. Examine the mass media revolution that has taken place

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You define the concept/term of mass media literacy.	5 3 0
2.	You argue why mass media literacy is important.	5 3 0
3.	You identify the three most important aspects of daily interaction with mass media that strongly influences ideas and views of the digital world.	5 3 0
4.	You describe at least one model of communication that helps individuals to understand mass media messages.	5 3 0
5.	You assess how mass media storytelling has changed the Digital Age.	5 3 0
6.	You describe a good example, which is drawn from current or recent news, of media	5 3 0

	framing.	
7.	You explain the stages of technological innovation.	5 3 0
8.	You identify at least three effects of technology on mass media.	5 3 0
9.	You follow directions. (E.g. Name, date and course are included in your assessment.)	5 3 0
10.	You meet deadlines.	5 3 0
11.	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5 3 0
12.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0

PAT3: Timeline

Directions

WORK collaboratively in partners/groups to create a timeline summarizing the evolution of mass media in terms of its content and ever-changing platforms.

Your instructor will assign a topic to each team. Topics range from print, music, radio, television and new media.

Teams should research online timeline tools, select a tool, and get approval from instructor for use in the assessment process.

Review the criteria in the scoring guide to ensure it is included.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Summarize the evolution of mass media in terms of its content and ever-changing platforms, including print, music and radio, film and television, and new media

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You describe at least two changes that revolutionized the print media industries.	5 3 0
2.	You analyze how the music and radio industry has transformed over time.	5 3 0
3.	You examine the different film genres.	5 3 0
4.	You describe the evolution of TV.	5 3 0
5.	You differentiate how new media contrast from what we now call "old" media.	5 3 0
6.	You follow directions. (E.g. Name, date and course are included in your assessment.)	5 3 0
7.	You meet deadlines.	5 3 0
8.	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5 3 0
9.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0

PAT4: Interview

Directions

CONDUCT an interview on a particular brand or product. Your instructor will assign you a particular brand or product.

You will conduct interviews with a minimum of two people to analyze buying beliefs and attitudes for your assigned brand/product.

Summarize your findings in an oral presentation as directed by your instructor.

Review the criteria in the scoring guide to ensure it is included.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Identify how communications in advertising and public relations influence attitudes and beliefs

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You prepare a list of ten interview questions prior to your interviews, making sure the questions address all scoring guide criteria.	5 3 0
2.	You interview a minimum of two people to gather research on the influence of public relations and advertising in attitudes and beliefs.	5 3 0
3.	You identify the role of political advertising in mass media.	5 3 0
4.	You critique a product or brand advertising campaign to assess its effectiveness.	5 3 0
5.	You analyze public relations efforts to manage a crisis.	5 3 0
6.	You contrast public relations and advertising.	5 3 0
7.	You follow directions. (E.g. Name, date and course are included in your assessment.)	5 3 0
8.	You meet deadlines.	5 3 0
9.	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5 3 0
10.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0

PAT5: Exam

Directions

COMPLETE a Comprehension Exam as assigned by your instructor.

How to Prepare for the Exam

In the spirit of self-check, when you play a central role in the assessment process, you (1) become more aware of the features that constitute high-quality work, (2) make more realistic judgments about your work, and (3) set goals for your own improvement and exercise greater control over reaching those goals. Because performance criteria are out in the open, the grading process is no longer a mystery. You can see exactly what you need to do, and you can take yourself through the same evaluation process that your instructors use. You should complete this concept review self-check to monitor your own knowledge.

The questions you should ask yourself are as follows:

- What is the most important idea I learned?
- What don't I understand? Did you post a question in the Questions discussion if you did not understand something.
- How am I sure that I actually do understand? How did you do on the Learning Activities?
- What successful strategies did I use as I learned? Identify the Learning Activities that you found value-added to your style of learning so you can prioritize and continue to focus on those.

These activities can lead to your success. *Review the scoring guide to ensure your comprehension of the criteria identified.*

Environment

Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Examine the business and economics of the media industry

Scoring

Rating Scale

Value	Description
Met	Fully or adequately met expectations
Not Met	Partially met or failed to meet expectations

Scoring Standard

You must receive a rating of "met" on each criterion in order to successfully complete this assessment.

Scoring Guide

	Criteria	Ratings
1.	You summarize the relationship between media ownership and media control.	Met Not Met
2.	You categorize the major business models of mass media.	Met Not Met
3.	You identify the features that distinguish the business structures of each of the following industries: publishing, TV and film, radio and music.	Met Not Met
4.	You examine the purpose, the sources of revenue, and the impact of public media (radio and TV) in contrast to for-profit media.	Met Not Met
5.	You examine the significance of the audience's role in the development, production, and distribution of mass media content.	Met Not Met
6.	You analyze how the Internet is affecting media industries.	Met Not Met
7.	You identify the key challenges facing the various media industries as they strive to adapt to rapidly evolving media technologies and audiences.	Met Not Met
8.	You follow directions. (E.g. Name, date and course are included in your assessment.)	Met Not Met
9.	You meet deadlines.	Met Not Met

PAT6: Paper

Directions

COMPLETE the following steps.

Step 1: PLAN to write an paper. BEGIN the planning to write process for this paper by providing information regarding a purpose, audience, tone, point of view, general subject, limited subject, thesis statement, pattern of development, and a scratch outline.

Step 2: FOLLOW MLA format.

Step 3: REVIEW the Scoring Guide to determine whether you have met all of the criteria.

Step 4: FINALIZE your document.

Step 5: SUBMIT your document to your instructor by the deadline.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Assess forms of media bias

Scoring

Rating Scale

Value	Description
15/5	Excellent quality - no errors or omissions.
9/3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You identify forms of media bias.	15 9 0
2.	You compare/contrast the three primary types of mass media bias.	15 9 0
3.	You separate fact from opinion in news reports and expert analysis of news stories.	5 3 0
4.	You meet deadlines.	5 3 0
5.	You use APA guidelines.	5 3 0
6.	You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5 3 0
7.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0

PAT7: Debate

Directions

PARTICIPATE in a debate. Your instructor will assign you in teams. Each team will be provided a topic and viewpoint (for/against).

Your team will conduct research for your assigned topic.

Summarize your findings in an oral presentation and participate in a debate against another team (assigned the opposite viewpoint) as directed by your instructor.

Review the criteria in the scoring guide to ensure it is included.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Summarize media law and media ethics

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You discuss the historical roots of mass media law.	5 3 0
2.	You appreciate the First Amendment's role in the evolution of American mass media law and democracy.	5 3 0
3.	You recognize the U S government's attempts at media censorship.	5 3 0
4.	You articulate the conflict between individual privacy rights and the freedom of the press, as well as the media's legal responsibilities.	5 3 0
5.	You understand how the Freedom of Information Act (FOIA) helps the media to monitor and report on the actions of government.	5 3 0
6.	You articulate the relationship between mass media ethics and media law and its influence on media regulations.	5 3 0
7.	You meet deadlines.	5 3 0
8.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0

PAT8: Video

Directions

PREPARE a 3 minute video presentation that addresses the criteria in the scoring guide.

Your video should be informative and creative, incorporating your viewpoints on mass media communication.

Review the criteria in the scoring guide to ensure it is included.

Environment Classroom

Evaluator(s)

Instructor

Target Course Competencies

1. Demonstrate core abilities.
2. Assess how communications in media impact culture, including global developments and diversity

Scoring

Rating Scale

Value	Description
5	Excellent quality - no errors or omissions.
3	Acceptable quality - minor errors or omissions.
0	Criterion not acceptable or missing.

Scoring Standard

You must earn a 70 percent or higher on this assessment task to demonstrate competence.

Scoring Guide

	Criteria	Ratings
1.	You outline how the mass media systems affect democracy.	5 3 0
2.	You identify the advantages of the globalization of media and culture with explanations and examples.	5 3 0
3.	You explain the conflicting role that media plays in perpetuating racial stereotypes.	5 3 0
4.	You identify the disadvantages of the globalization of media and culture with explanations and examples.	5 3 0
5.	You explain the conflicting role that media plays in perpetuating ethnic stereotypes.	5 3 0
6.	You explain the conflicting role that media plays in perpetuating gender stereotypes.	5 3 0
7.	You explain the conflicting role that media plays in advancing media diversity.	5 3 0
8.	You meet deadlines.	5 3 0
9.	You apply your reading from the textbook and demonstrate an understanding of the content.	5 3 0