



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	JOUR
<b>Course Number:</b>	12
<b>Descriptive Title:</b>	Mass Media and Society
<b>Division:</b>	Humanities
<b>Department:</b>	Journalism
<b>Course Disciplines:</b>	English, Journalism
<b>Catalog Description:</b>	<p>This course examines the past and current influences on American society of books, newspapers, magazines, movies, radio, television, recordings, and the Internet. With a focus on critical thinking skills, students gain experience in reading and writing persuasive and argumentative essays about problems facing the mass media. Students also learn the history of the eight mass media as well as analyze and evaluate the functions, the responsibilities, the regulations, and the ethics involved in the mass media industry.</p> <p>*Note: The maximum UC credit allowed for students completing Journalism 12 and Communication Studies 265 is one course.</p>
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education: ECC</b>	Area 2C - Social and Behavioral Science, Area 4B - Language and Rationality: Communication and Analytical Thinking
<b>Term:</b>	

<b>Other:</b>	
<b>CSU GE:</b>	Area D - Social Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 4 - Social and Behavioral Sciences
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b></p> <p>Upon completion of the course, students will be able to identify issues and problems facing mass media and discuss their impact on society in a 200-word in-class essay question answer.</p> <p><b>SLO #2</b></p> <p>Upon completion of the course, students will be able to identify the eight major mass media serving the U.S.</p> <p><b>SLO #3</b></p> <p>Upon completion of the course, students will be able to write a 2,000-word research paper that focuses on a relevant issue or figure in the mass media and analyzes its impact on American society.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Identify the eight mass media in American society.</li> <li>2. Summarize the history of each of the eight mass media.</li> <li>3. Analyze and evaluate the major theories on how the mass media influence society.</li> <li>4. Examine and assess the role advertising plays in the mass media.</li> <li>5. Appraise and measure the ethics and the laws governing the mass media in American society.</li> <li>6. Distinguish the differences among and the benefits of the mass media.</li> <li>7. Analyze and evaluate the role of the government in American mass media.</li> <li>8. Categorize and estimate the role of public relations specialists, advocacy groups, talk radio hosts, the nightly news, and the Internet in the mass media.</li> </ol>

	<p>9. Analyze and evaluate how the mass media have changed due to technological advances and how those changes have impacted the basic communication models</p> <p>10. Analyze and evaluate how the mass media have changed American society over the years and the role they play in defining and shaping our culture.</p> <p>11. Analyze and evaluate the impact each of the mass media has had on American culture, dress, politics, law, morals, and government.</p> <p>12. Compare and contrast the extent and type of influence of each of the mass media on American Society.</p>
<p><b>Major Topics:</b></p>	<p><b>I. History of the Mass Media (27 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. The major mass media and the history of each</li> <li>B. Evolution of each of the mass media</li> <li>C. Problems related to each medium, and how each has influenced society and why</li> <li>D. The mass media's impact on democracy, education, religion, morality, materialism, reasoning, children, the family, people of color, women and men, and other social groups</li> <li>E. Mass media laws and ethics</li> </ul> <p><b>II. Mass Media Effects and Influence on Society (6 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Major theories of how the mass media influence society, including powerful effects, third-person, and agenda setting</li> <li>B. Mass media uses and influences including gratification studies, surveillance function, individual selectivity, and socialization</li> <li>C. Media-depicted violence and its impact on society, including media violence as a negative and as a positive influence</li> <li>D. Marshall McLuhan and his influence on mass media effects theories</li> <li>E. Social stability, media-induced ritual, media and the status quo, media and cognitive dissonance</li> <li>F. Historical transmission and contemporary transmission</li> </ul> <p><b>III. Advertising and Public Relations (8 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Advertising in a democracy, its origins and the various types of advertising</li> <li>B. Advertising theories, including branding, lowest common denominator, marketing</li> <li>C. Advertising regulation and government control</li> <li>D. Public relations, including public relations agencies and how they work with media representatives</li> <li>E. Standards and ethics of public relations experts</li> </ul> <p><b>IV. Mass Media and Its Impact on Society (6 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Journalism traditions, including the Colonial Period, Penny Press Period, and Yellow Journalism</li> </ul>

	<ul style="list-style-type: none"> <li>B. The role of the journalist and his/her personal views, bias</li> <li>C. Variables affecting news coverage, including news holes, competition, and availability of stories.</li> <li>D. Gatekeeping in the news business</li> <li>E. Journalistic trends, including exploratory reporting, soft news, social media, and multimedia.</li> <li>F. Media literacy and the ability to access, analyze, evaluate, and create media messages.</li> </ul> <p><b>V. Diversity in the Mass Media (3 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Representations of gender, ethnicity, age, socioeconomic class, religious, and political views, etc.</li> <li>B. Appearance and portrayal of minorities in the mass media</li> <li>C. Stereotypes used for various groups and why such groups are stereotyped by the mass media</li> <li>D. The harm in relying on stereotypes to convey a mass media message</li> </ul> <p><b>VI. Preparing to Write the Research Paper (2 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Review of guidelines on how to write a research paper, including paper length, introduction, body, conclusion, works cited, and parenthetical references</li> <li>B. Analysis and evaluation of previous research papers</li> </ul> <p><b>VII. Final Exam (2 hours, Lecture)</b></p> <ul style="list-style-type: none"> <li>A. Review of semester topics</li> <li>B. Analysis of sample essay questions and answers</li> <li>C. Analysis of controversies and criticisms pertaining to mass media coverage</li> </ul>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Compare and contrast an hour of local TV news with the news section of a regional, digital news outlet. Make note of the number of stories covered, the type of stories covered, the depth of coverage provided, and the number and type of advertisements you observe. In a 2-3 page analytical paper, discuss the similarities and differences in the information provided in each medium. Which medium left you better informed? Which did you prefer and why? How do your findings relate to McLuhan's famous declaration that "the medium is the message"?
<b>Critical Thinking Assignment 1:</b>	Listen to one-half hour of a commercial radio program and one-half hour on a public radio station. In a 2-3 page written essay, analyze the content of the station via the music played, the news and information provided, the advertisements, and the host, to determine the audience of these stations. Provide the demographics of the typical listener for each station, including age group, income, race, gender, and education level. Evaluate what kind of purpose each station serves in the Los Angeles County market.
<b>Critical Thinking Assignment 2:</b>	Carefully review two popular women's magazines, such as Vogue and Cosmopolitan. In a 2-3 page written essay, analyze the content of the magazines to assess how women are

	portrayed. Discuss why women are portrayed in the manner they are and evaluate whether it is a positive or a negative depiction. What impact might these portrayals have on women and why?
<b>Other Evaluation Methods:</b>	Completion, Essay Exams, Multiple Choice, Term or Other Papers, True/False, Written Homework
<b>Instructional Methods:</b>	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	<i>Understanding Media and Culture: An Introduction to Mass Communication</i> . University of Minnesota Libraries eLearning Support Initiative, 2016.  Discipline Standard
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s):</b> List both prerequisites and corequisites in this box.	
<b>Requisite and Matching skill(s):</b> Bold the requisite skill. List the corresponding course objective under each skill(s).	
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<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s):</b> Bold	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these

<b>the requisite skill. List the corresponding course objective under each skill(s). If applicable</b>	<b>skills.</b> Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	W. A. Kamrath
<b>Date:</b>	03/01/1978
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Kate McLaughlin
<b>Date:</b>	03/21/2022
<b>Last Board Approval Date:</b>	06/20/2022