

J201 - Introduction to Mass Communication

Spring 2018 - MWF - 9:55-10:45 a.m.

Humanities 3650

4 units; Communication-B

University of Wisconsin-Madison
School of Journalism & Mass Communication
<https://201.journalism.wisc.edu>

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Course Description

Mediated communication shapes every aspect of our lives, from interpersonal relationships to political economy. It influences how we choose our leaders, how we learn about ideas and decide what to purchase, and how we perceive other members of society. J201 is about exploring conceptual tools for understanding how and why our society's mediated communications work the way they do.

J201 is an introduction to the work of the School of Journalism and Mass Communication (SJMC, sometimes called the J-School), a diverse department with scholars in media effects, political communication, history, neuroscience, sociology and more. We will touch these subjects during the course, often with the help of guest lectures by SJMC faculty.

The course is divided into three major segments, each lasting four to five weeks: 1) journalism, 2) communication research, and 3) strategic communication. You'll find that there's overlap between these topics, and we will be making connections between all three.

Learning Outcomes

Students who successfully complete this course will:

- Identify arguments in scholarly literature
- Analyze and critique the claims and evidence in what you read
- Practice scholarly speaking—both rehearsed and impromptu
- Use the UW Library website to find sources for research reports and research papers
- Approach writing as a process
- Analyze news content, ad content, and other forms of communication
- Describe important concepts in the field of communication research and provide examples
- Describe important historical moments in the history of journalism, mass communication research, and strategic communication
- Use APA (American Psychological Association) style for professional writing
- Consume and retain news on a regular basis

Lectures

Lectures will form the core of the course, as a sort of textbook. Handouts for each lecture with key terms will be available on the course's site no later than the night before the lecture. You may want to print it out and bring it with you to lecture, since you won't be able to access it on a device during lecture. If you miss a lecture, please get notes from a classmate.

Most weeks, other SJMC professors will deliver guest lectures that are directly relevant to course content, and the material from them will appear on quizzes and exams. Sometimes lecturers will supply a handout, but keep in mind that they may not.

Please note: Laptops, cell phones, and all screens may not be used in the lecture hall without a McBurney Visa specifying this accommodation. (Please email Prof. McGarr if you do need this accommodation.) Please know that the TAs and I will be strictly enforcing this policy, and that if you use a screen during class you may be asked to leave the lecture hall.

Readings and Required Materials

Required readings are available in a course packet at Student Print (333 East Campus Mall). The readings complement, rather than duplicate, the lectures. You will need both components to do well in this course.

The weekly number of pages of reading is noted on the schedule below for your guidance, but keep in mind some readings will be much denser than others, and you'll want to budget time accordingly. (Basically, five pages in an academic journal could take as long to read as fifteen pages in a magazine.)

Breakdown of Grades

- Four short essays (5 points each)
- First research essay (10 points)
- Second research essay (15 points)
- Two exams (15 points each)
- Five quizzes (1 points each)
- Speech (5 points)
- Research report (5 points)
- Discussion leadership (5 points)
- Section participation (5 points)
- Extra credit (2 points)

Grading Scale

- A = 92-100
- AB = 88-91.99
- B = 81-87.99
- BC = 76-80.99
- C = 70-75.99
- D = 60-69.99
- F = 0-59.99

Note: Final grades are not rounded up (or down). A 91.99 is an AB, not an A.

Section Activities and Requirements

1. Section participation (5 points)

You should complete and be ready to discuss each week's readings by the time of your section. Section attendance is mandatory. Any absence should be approved by your TA *prior* to the discussion meeting time, except in an emergency. TAs may request appropriate documentation of

absences (e.g., a doctor's note). You're required at least once during the semester to attend your TA's office hours to discuss your academic progress

More than one unexcused absence will reduce your participation grade by twenty percent; more than two unexcused absences will reduce your overall grade by twenty percent and puts you at risk of failing the course. Your grade will depend on both attendance and your contributions to the discussions in class and preparation to discuss the reading.

2. Prepared speech (5 points) – three components

Once during the semester, you'll deliver a **four-minute, rehearsed presentation (1)** to the class about your assigned reading. You should devote the first two minutes to identifying the main arguments of the reading, outlining the author's claims, reasons, and evidence, and giving the class the key takeaways. You do not have to go into great detail (your audience will have read the article), but you should provide an accurate summary. In the last two minutes of your speech, you're required to provide your own analysis and critique of the reading. As in a paper, you need to make your own claim, provide evidence for your claim, and make a conclusion.

By 9pm the night before your speech, you need to email your TA **an outline of your speech (2)**. Two-tenths of a point will be deducted from your speech score for each day your outline is late.

Within a week of your speech, email your TA **a critique (3)** of your own speech, based on watching a video that a classmate will have taken on your phone (or a classmate's phone). Two-tenths of a point will be deducted for each late day.

3. Impromptu critique of classmate's speech (part of participation grade)

Immediately following each speech, a classmate will provide **a two-minute critique** of that speech. You will not know ahead of time when will be your week to provide a critique, so you must come to each section having processed the assigned reading and ready to pay close attention to the speeches.

Your impromptu response should include a summary of what your classmate said in their prepared speech, followed by a minute of your own thoughts, specifying whether you agree or disagree with your classmate's analysis. You could note what worked well in the speech and what could have made the speech stronger (e.g., an argument in the text that could have been highlighted more, or a connection that could have been made). Keep in mind these are critiques, including both complimentary and constructive responses.

This is a low-stakes way to practice your critical thinking skills as well as speaking in an academic setting.

4. Discussion leadership (5 points)

Once during the semester, you will lead a discussion of the reading(s), lasting from 10 to 20 minutes, depending on the amount of material and other activities for that week. When it is your turn to lead discussion, you will be in charge of posing questions, getting people to talk, calling on your peers, and generally managing the conversation. You will begin by calling on the person who wrote the research report (see below) to place the reading in context.

One tip for managing the conversation is not to rush in with an answer when there's an awkward silence; if you are asking a tough question, people need a chance to process their answers before they may be ready to speak up. In fact, your contributions to the answers should be minimal during this section; instead, you're acting as a moderator.

By 9pm on the night before your section, **email to your section list three to five starter questions** that your classmates can prepare for ahead of time. These should be fairly open-ended questions that could lead to lively discussions. Be ready to pose follow-up questions to move the conversation along, not simply read down your list of starter questions. Two-tenths of a point will be deducted for every hour that questions are late.

5. Research Report and Presentation (5 points)

Your job as research report writer is to give us **context** on the reading. What, outside of the text, might inform our reading of it?

You might want to briefly identify the author and what in their background is directly relevant to *this* work. In other words, do not provide a complete, Wikipedia-style biography, but instead, explain how your research on this person shapes how you would read the piece.

What seems to have prompted them to write this piece? Are they responding to another scholar's work, or an event?

What kind of publication is this, and why would that matter? (e.g., magazine article, journal article, book chapter for a popular audience, book chapter for a scholarly audience.)

Think about when the reading appeared. What was happening at that time that might have shaped this piece?

Your research report should be a 500-word-maximum essay describing what you found, submitted to Turnitin.com and to the class email list by 9pm the night before the section.

You will then **present your findings to your section** at the beginning of the relevant reading's discussion. You should not read your whole essay to the class, but instead convey in a polished, conversational tone, in a talk lasting no more than **two minutes**, what you've discovered.

6. Five Quizzes (1 point each)

Throughout the semester, you will have 5 quizzes. Each quiz will have two questions: one question based in course content, including the lectures and readings up to and including the week of the quiz; and one question based on current events in the news from the previous week. Quizzes are not cumulative (so for the second quiz, you'll be tested on everything since the first quiz, and so on).

If you have an unexcused absence the day of a quiz, you forfeit that point. For excused absences, please get in touch with your TA to arrange an alternate quiz.

Assignments

In this course, you will write **two research essays (10 points and 15 points respectively)** of 1500 words each. These essays will require you to use primary and secondary sources outside of class material. For

both of these essays, you'll turn in a rough draft as well as a final draft, and give and receive peer feedback between drafts. You will also write **four short essays (5 points each)** of 500 words each, which will require analysis of course content and reading. The prompts for the short essays will be posted on our website at least one week in advance of the due dates.

For your research essays, you will use APA style. We'll talk about it more in class. A good online reference is the Purdue Online Writing Lab at owl.english.purdue.edu.

Deadlines

Are real. Meet them. Late work will receive a 20% grade reduction for each day after the deadline.

The Writing Center

To polish your paper for submission, or to simply improve your writing, we encourage you to use the Writing Center. The Writing Center (<http://writing.wisc.edu/>) is an important resource provided by the University of Wisconsin-Madison. Students can visit the Center for help with writing at all levels, for all kinds of assignments and get feedback and advice about their work.

Essays for J201 must be turned in with proper grammar, punctuation, and citation (see course website for full assignment details and more on APA style). TAs will not correct grammar and punctuation, but will lower grades on essays with significant problems.

Grade grievance process

If you are concerned about a grade, please wait 24 hours after receipt of the grade, then email your TA a clear and dispassionate explanation of why you think the grade was mistaken. Your TA will follow up with you about next courses of action. Clear mistakes in computation of scores (i.e. mathematical errors) will be quickly amended. Any grade grievance based on substantive answers will entail a re-grade of the assignment, and there is a risk that points might actually be lost in the process of re-grading.

Course communication

Assignment guidelines, announcements, extra credit opportunities, course syllabus, due dates, grades, section activities will be communicated through your Wisconsin email address, so please check it regularly.

E-mail

The TAs and I are committed to responding to weekday emails within 24 hours and weekend emails by Monday afternoons. This means that you should not count on being able to get a response the night before a deadline, so please plan ahead. You are also more likely to get a pleasant, and helpful, response if you are respectful in your email and use complete sentences and good punctuation. We consider class emails professional communications and expect that you will communicate with us accordingly.

Extra Credit

At the end of the semester, students may earn up to 2 points of extra credit by submitting an extra credit log to their TA via Turnitin. Extra credit opportunities, each worth .5 points, will be announced throughout the semester via email; usually, they will be invitations to participate in research studies being conducted by graduate students and faculty members in the School of Journalism Mass Communication.

In order to obtain extra credit for participating in studies (.5 point for each study), you must 1) take part in the study and 2) keep a log which includes the date you participated in the study, 2-3 sentences describing what the study was about, and your thoughts about the experience.

If you do not wish to take part in these studies, you can still earn extra credit by attending presentation about the studies. If you attend these alternative presentations, you will still need to keep a log that contains the date of your attendance and 2-3 sentences describing what you learned. (You can only earn extra credit for doing the study OR going to the presentation about the study – not both.)

Honors

If you have opted to take this course for honors, Prof. McGarr will be working with you to develop your second research paper. The paper will require more extensive primary and secondary research, be longer, and will require at least two meetings with her to plan and execute your research and writing. You will also be required to attend a library training outside of regular class time, at a time to be determined by your individual schedules.

If you are taking the course for honors, please be on the lookout for an email from Prof. McGarr providing more details about the assignment as well as about scheduling library training and meetings.

Rules, Rights and Responsibilities

- See the Guide's to [Rules, Rights and Responsibilities](#)

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Accommodations for students with disabilities

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

Diversity and Inclusion

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Schedule and Readings

The readings listed for each week should be completed before the section meeting of the same week.

Here's how to read the section activities listed below:

[Activity]: [Person #] ([Reading #]);[Person #] ([Reading #]);

So for example if you read this in the syllabus:

Speech: 1 (1 and 2); 2 (3)

it means, person #1 in your section gives the speech that week about readings #1 and #2; person #2 in your section gives the speech about reading #3

WEEK 1 – INTRODUCTIONS AND DEFINITIONS

Wed. Jan 24: Intros; What are media? What is journalism? What is mass communication? What is the School of Journalism and Mass Communication?

Fri. Jan. 26: Syllabus – very important class! – please come having read the syllabus and bring your questions; laptop use permitted today

Readings (9 pp.)

1. Giang, V. (2016, March 1). These are the long-term effects of multitasking. *Fast Company*.
2. May, C. (2014, June 3). A Learning secret: Don't take notes with a laptop. *Scientific American*.
3. The Economist. (2011, December 17). How Luther went viral.; London Vol. 401, Iss. 8764, pp. 63-65.

No sections this week

PART I: JOURNALISM

WEEK 2 – HISTORY OF JOURNALISM

DUE: Short essay #1 on Thursday, February 1 by midnight to Turnitin

Mon. 1/29: Journalism in the Colonial Era and Early Republic

Wed. 1/31: Nineteenth-century Journalism and the Midwest – **Guest Lecturer:** Caitlin Cieslik-Miskimen

Fri. 2/2: Journalism in the Twentieth and Twenty-First Centuries

Readings (34 pp.)

1. Daly, C.B. (2012). Introduction. In *Covering America: A Narrative history of a nation's journalism* (pp. 1-7). Amherst, Mass.: University of Massachusetts Press.
2. Nord, D.P. (2001). Newspapers and American nationhood, 1776-1826. In *Communities of journalism: A History of American newspapers and their readers* (pp. 80-91). Urbana: University of Illinois Press.
3. Lebovic, S. (2017). When the 'Mainstream Media' was conservative: Media criticism in the age of reform. In B. Schulman and J.E. Zelizer (Eds.) *Media nation: The Political history of news in modern America* (pp. 63-76). Philadelphia: University of Pennsylvania Press.

Section Activities

Introductions
Discussion of Week 1 and Week 2 readings

WEEK 3 – PRINCIPLES OF JOURNALISM

Mon. 2/5: Introduction to Journalism Principles and Practices

Wed. 2/7: Facts and Fake News

Fri. 2/9: Investigative Reporting – **Guest lecturer:** Andy Hall from the Wisconsin Center for Investigative Journalism

Readings (64 pp.)

1. NPR. (2012). NPR Ethics Handbook, pp. 9-32.
2. Kovach, B. & Rosenstiel, T. (2001). Journalism of verification. In *The Elements of journalism* (pp. 70-93). New York: Three Rivers Press.
3. Gans, H. (2003). Journalistic practices and their problems. In *Democracy and the news* (pp. 45-68). Oxford: Oxford University Press.

Section Activities

Quiz #1

Speech: 1 (1 and 2); 2 (3)

Research Report: 17 (2); 18 (3)

Discussion: 7 (1 and 2); 8 (3)

WEEK 4 – ISSUES IN JOURNALISM: ETHICS, LAW, AND ECONOMICS

Mon. 2/12: Journalism Ethics – Guest lecturer: Prof. Katy Culver

Wed. 2/14: Journalism Law and the First Amendment

Fri. 2/16: Ownership and Regulation; Economics of the News Industry

Readings (32 pp.)

1. Altschuler, B. (2015, September). Is the Pentagon Papers case relevant in the age of Wikileaks? *Political Science Quarterly* (Wiley-Blackwell). 130, 3, 401-423.
2. Lemann, N. (2011, August 1). Comment: Bad press. *The New Yorker* (pp. 19-20).
3. Toobin, J. (2014, September 29). The Solace of oblivion. *The New Yorker* (pp. 26-32).

Section Activities

Speech: 3 (1); 4 (2 and 3)

Research Report: 11 (1); 12 (2 and 3)

Discussion: 9 (1); 10 (2 and 3)

WEEK 5 – JOURNALISM PRACTICES

DUE: Research Essay #1 First Draft due Thursday, February 22 by midnight to Turnitin and to your peer reviewers by email

Mon. 2/19: Political Reporting

Wed. 2/21: Scandal and Tabloid Journalism

Fri. 2/23: War Reporting – Guest lecturer: Prof. Lindsay Palmer

Readings (44 pp.)

1. Bai, M. (2014, September 18). How Gary Hart's downfall forever changed American politics. *New York Times*.
2. Auletta, K. (2015, January 27). Why the media doesn't want to remember Gary Hart. *New Yorker*.
3. Palmer, L. & Melki, J. (2016). Shape shifting in the conflict zone, *Journalism Studies*, DOI: 10.1080/1461670X.2016.1161494

Section Activities

Speech: 7 (1 and 2); 8 (3)
 Research Report: 9 (1 and 2); 10 (3)
 Discussion: 13 (1 and 2); 14 (3)

PART II: COMMUNICATION RESEARCH

WEEK 6 – INTRODUCTION TO COMMUNICATION RESEARCH AND MEDIA EFFECTS

DUE: Short Essay #2 on Thursday, March 1 by midnight to Turnitin

DUE: Peer reviews due in section; bring two hard copies of each review – one for your TA and one for your reviewee

Mon. 2/26: History of the Field of Communication Research

Wed. 2/28: Introduction to Media Effects

Fri. 3/2: Violence in Media – Guest lecturer: Karyn Riddle

Readings (25 pp.)

1. Vallone, R. P., Ross, L., & Lepper, M. R. (1985). The hostile media phenomenon. *Journal of Personality and Social Psychology*, 49(3), 577-585.
2. Gunther, A. C. & Schmitt, K. (2004). Mapping boundaries of the hostile media effect. *Journal of Communication*, 54(1): 55–70. doi:10.1111/j.1460-2466.2004.tb02613.x.

Section Activities

Quiz #2

Peer reviews

Speech: 5 (1 and 2)
 Research Report: 7 (1 and 2)
 Discussion: 11 (1 and 2)

WEEK 7 – THE POWER OF COMMUNICATION

DUE: Research Essay #1 Final Draft on Thursday, March 8 by midnight to Turnitin

Mon. 3/5: Agenda Setting

Wed. 3/7: Framing

Fri. 3/9: A New Era in Media Research? – Guest lecturer: Prof. Mike Wagner

Readings (51 pp.)

1. Entman, R. M. (1991). Symposium framing U.S. coverage of international news: Contrasts in narratives of the KAL and Iran Air incidents. *Journal of Communication*, 41(4), 6–27.
2. McLeod, D. M. & Shah, D. V. (2014). Understanding message framing and effects. In *News frames and national security: Covering Big Brother* (pp. 9-37). Cambridge University Press.

Section Activities

Speech: 9 (1); 10 (2)

Research Report: 5(1); 6 (2)

Discussion: 15 (1); 16 (2)

WEEK 8 – APPROACHES TO COMMUNICATION NETWORK RESEARCH

DUE: Short Essay #3 on Thursday, March 15 by midnight to Turnitin

Mon. 3/12: How We Process Messages – Guest lecturer: Prof. Chris Cascio

Wed. 3/14: How We Spread Messages: Social Networks and Communication Flows

Fri. 3/16: Networked Media Ecologies – Guest lecturer: Prof. Sue Robinson

Readings (27 pp.)

1. Kramer, A. D. I., Guillory, J. E., & Hancock, J. T. (2014). Experimental evidence of massive-scale emotional contagion through social networks. *Proceedings of the National Academy of Sciences*, *111*(24), 8788–8790. doi:10.1073/pnas.1320040111
2. Robinson, S. (2017). Excerpt of Networked media ecologies. In *Networked news, racial Divides: How power and privilege shape public discourse in progressive communities* (pp. 41-64). New York: Cambridge University Press.

Section Activities

Quiz #3

Speech: 11 (1); 12 (2)

Research Report: 1 (1); 2 (2)

Discussion: 17 (1); 18 (2)

WEEK 9 – POLARIZATION AND THE MEDIA

NOTE: We have our midterm exam this week on Wednesday during class time

Mon. 3/19: Polarization – **Guest Lecturer:** Prof. Hernando Rojas

Wed. 3/21: **Midterm Exam** (NOTE: This is a change from original syllabus)

Fri. 3/23: Class does not meet

No Section this week

---- **SPRING BREAK – Week 10 - March 24-April 1** ----

PART III: STRATEGIC COMMUNICATION

WEEK 11 – INTRODUCTION TO STRATEGIC COMMUNICATION

Mon. 4/2: Introduction to Strategic Communication – **Guest lecturer:** Prof. Douglas McLeod

Wed. 4/4: History of Advertising

Fri. 4/6: Principles of Persuasion

Readings (36 pp.)

1. Bernays, E. (1928). Chapter 1: Organizing chaos and Chapter 3: The New propagandists. In *Propaganda* (pp. 9-18; 32-46). Horace Liveright, Inc.
2. Cialdini, R. (2001). The Science of persuasion. *Scientific American*, 284(2), 76-81.

Section Activities

Speech: 13 (1); 14 (2)
Research Report: 3 (1); 4 (2)
Discussion: 1 (1); 2 (2)

Week 12 – NEW CONSIDERATIONS IN STRATEGIC COMMUNICATION

DUE: Research essay #2 first draft on Thursday, April 12 by midnight to Turnitin and to peer reviewers

Mon. 4/9: Digital and Traditional Media – Guest lecturer: Deb Pierce

Wed. 4/11: Social Media Marketing

Fri. 4/13: Digital Propaganda

Readings (34 pp.)

1. Gladwell, M. (1997, March 17). The Coolhunt. *The New Yorker*.
2. The Economist (2015, August 27). A Brand new game.
3. Pridmore, J., & Hämäläinen, L. (2017). Market segmentation in (in)action: Marketing and 'yet to be installed' role of big and social media data. *Historical Social Research / Historische Sozialforschung*, 42(1 (159)), 103-122.

Section Activities

Quiz #4

Speech: 15 (1 and 2); 16 (3)
Research Report: 13 (1 and 2); 14 (3)
Discussion: 3 (1 and 2); 4 (3)

WEEK 13 – STRATEGIC COMMUNICATION APPLICATIONS, PART I: PUBLIC RELATIONS

DUE: Peer reviews are due in section

Mon. 4/16: Introduction to PR

Wed. 4/18: Sports Communication – **Guest lecturer:** Robert Schwoch

Fri. 4/20: Crisis Communication

Readings (8 pp.)

1. Koerber, D., & Zabara, N. (2016) Preventing damage: The Psychology of crisis communication buffers in organized sports. *Public Relations Review*, 43(1), 193-200. Retrieved from <http://dx.doi.org/10.1016/j.pubrev.2016.12.002>

Section Activities

Peer Reviews

Speech: 6 (1)
Research Report: 8 (1)

Discussion: 12 (1)

Week 14 – STRATEGIC COMMUNICATION APPLICATIONS PART II: SOCIAL MOVEMENTS, HEALTH, AND POLITICS

DUE: Research Essay #2 final draft on Thursday, April 26 by midnight to Turnitin

Mon. 4/23 – Social Movement and Non-Profit Communication

Wed. 4/25 – Political Communication

Fri. 4/27 – Health Communication – Guest lecturer: Prof. Dhavan Shah

Readings (56 pp.)

1. McLeod, D.M., Kosicki, G.M. & McLeod, J.M. (2009). Political communication effects. In J. Bryant & M.B. Oliver (Eds.), *Media effects: Advances in theory and research* (pp. 228-250). Routledge.
2. Rice, R.E. & Atkin, C.K. (2009). Public communication campaigns. In J. Bryant & M.B. Oliver (Eds.), *Media effects: Advances in theory and research* (pp. 436-468). Routledge.

Section Activities

Quiz #5

Speech: 17 (1); 18 (2)

Research Report: 15 (1); 16 (2)

Discussion: 5 (1); 6 (2)

WEEK 15 – COMMUNICATION AND CONSUMERISM

Due: Short essay #4 due Thursday, May 3 by midnight to Turnitin

Only honors section meets this week to present research projects

Mon. 4/30: Consumers' Republic

Wed. 5/2: Critique of Consumer Culture

Fri. 5/4: Wrap-Up and Exam Review

May 11, 10:05am-12:05pm: Final exam

Important dates and deadlines

Week 2 (1/29-2/2)

Thurs. 2/1 by midnight: Short Essay #1 Due

Week 3 (2/5-2/9)

In section: Quiz #1

Week 5 (2/19-2/23)

Thurs. 2/22 by midnight: Research Paper #1 First Draft Due

Week 6 (2/26-3/2)

Thurs. 3/1 by midnight: Short Essay #2 Due

In section: Peer reviews due

In section: Quiz #2

Week 7 (3/5-3/9)

Thurs. 3/8 by midnight: Research Paper #1 Final Draft Due

Week 8 (3/12-3/16)

Thurs. 3/15 by midnight: Short Essay #3 Due

In section: Quiz #3

Week 9 (3/19-3/23)

Wed. 3/21: Midterm exam (at 9:55am, during lecture)

Week 12 (4/9-4/13)

Thurs. 4/12 by midnight: Research Paper #2 First Draft Due

In section: Quiz #4

Week 13 (4/16-4/20)

In section: Peer reviews due

Week 14 (4/23-4/27)

Thurs. 4/26: Research Paper #2 Final Draft Due

In section: Quiz #5

Week 15 (4/30-5/4)

Thurs. 5/3: Short Essay #4 Due

Exam week

Fri. 5/11 at 10:05am: Final Exam