

Messina

Stories We Tell

CM 203: Introduction to Communication

Section 08 (T/Th 9:25 am – 10:40 am in Flannery O'Connor Hall Rm 230)

Enrichment Hour: **Tuesday 1:40 – 2: 30 pm** in Hammerman Hall Rm 102

Amy B. Becker, Ph.D.

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Office Phone: 410-617-2980

Office Hours: Tuesday, Thursday 12:15 – 1:30 pm (open)

Also available on Wednesdays 10:30am – 12:00 pm (by prior appointment only)

Available other times by prior appointment; also via Skype

Mentor	Spring 2016 Instructor	Evergreen
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Cohn 100 - A		

Course Description

Students explore the impact of media on culture and social structure through the close examination of cultural products including books, television shows, music, and advertising. Using a wide range of theoretical constructions, students learn to analyze the social meanings of cultural objects.

Specific Educational Objectives of the Course:

At the completion of the course, students should be able to:

1. Define and discuss the different elements of mass media;
2. Describe and deconstruct the impact of mass media on the individual and society;
3. List and explain the function of various forms of the mass media including:
broadcasting,
advertising, the Internet, publishing, and broadcast journalism;

4. Critically examine the effects of media law and its correlation to freedom of expression and ethics; and,
5. Interpret their own experiences with mass media

Required Texts and Materials

Currents in Communication, 2nd Edition by Cook, King, and Tropin (**CC**) – (This book is available as an e-book)

Fahy, D. (2015). *The new celebrity scientists: Out of the lab and into the limelight*. Lanham, MD: Rowman & Littlefield. (This book is available via purchase from the bookstore or Amazon, etc.) Will refer to as (**F**) in syllabus

Course Moodle site

A Twitter Account

Additional readings and materials may be required some weeks. They will be posted online and can be accessed via the course Moodle page. **READINGS ON MOODLE ARE LABELED WITH (M)**

I will use Moodle to post course lecture slides. Slides will be available prior to class (by 12 noon on Fridays of the week before).

Your Messina Experience

Messina is designed to instill the intellectual curiosity and self-knowledge necessary for you to have successful start to your Loyola education. As a result of participation in Messina, we hope you will show progress to a deeper and fuller understanding of the interconnections unique and essential to a Jesuit Education in a contemporary world.

By the end of your Messina experience, you should:

Jesuit Mission and Values

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate values and principles involved in your personal decision-making.

Critical Understanding

- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Connections to Loyola Community

- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrated Learning

- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.

Our Messina Theme

Each Messina course pairing is keyed towards an interdisciplinary theme that will allow us to make connections across the two courses and through our enrichment hours.

Our Messina course theme is Stories We Tell

It has been said that the destiny of the world is determined less by the battles that are lost and won than by the stories it loves and believes in. Why do we tell stories? For entertainment, certainly. To move, to persuade; to shape belief, to inspire action. We use stories to explain ourselves to others, to make sense of our history and our experience. Ultimately, we use them to organize our world. This theme explores the power of the stories we tell.

Messina Enrichment Sessions

Messina enrichment sessions include three areas:

1. **Theme Exploration** – These activities apply aspects of the course and living at Loyola to the Messina theme. Enrichment activities serve to integrate aspects of the first-year experience in and out of the classroom.
2. **Discernment & Reflection** – These activities will introduce you to the Ignatian principles of discernment. They provide a time and space for ongoing reflection and offer you ways to learn more about yourselves and others as you transition academically and socially to college life.
3. **Course Enhancement** – These activities are designed to allow for extensions of coursework. What distinguishes course extension from the actual seminar course is that the collaboration in the planning and design of the activity occurs among your Messina faculty members, mentor and evergreen.

COURSE POLICIES AND PROCEDURES

Expectations

Students who wish to be successful in this course will come to class prepared by having done the readings and assignments ahead of time and be able to discuss with the larger group. Part of being an active contributor in class is offering your own commentary on the material. It will also be important to respect the comments and questions of your fellow students as we work to answer some tough questions. It is your job as students to keep up-to-date with the course schedule. It is my job as the professor to keep you informed of any changes in schedule.

Contacting Me

Email is the best way to reach me (abbecker@loyola.edu) with any course related questions. If your email arrives during normal business hours (M-F, 9am – 5pm), I will do my best to respond within 24 hours. I do not check my email regularly during the evenings and weekends. Please remember to put CM 203 in your email subject line and remember that while email is electronic, it is still a form of professional communication.

Contacting You

I plan to contact you via email at your Loyola.edu account. It is your responsibility to regularly check this account for announcements and notes about the course. If there is a change in schedule, I will send out important information via email so please check your messages daily.

Office Hours

My office hours are posted on the syllabus. Please feel to drop in during my open office hour times on Tuesdays and Thursdays. While I will be around most Wednesdays for office hours, it's a good idea to email me ahead of time if you'd like to stop by. I am also available to meet with you at other times; simply email me to set up an appointment. If you make an appointment with me, I expect you to keep it. If you need to cancel, please email me 24 hours ahead of time.

Technology Policy

While laptops, cell phones, and tablets are useful for multi-tasking, they can sometimes pose a distraction. I'm going to trust you to use technology appropriately while in the classroom. I understand that sometimes emergencies arise and you may need to step out and answer a phone call. Please let me know ahead of time if something is going on and just step out quietly and discreetly. I expect students to be active participants in the classroom –we only meet for a little over 3 hours each week. I'll give you my full attention; I expect you to do the same.

Attendance

Attendance at class, at enrichment sessions, and outside of class activities/trips (and on-time arrival) is expected. I understand that sometimes things happen or that you might get sick during the course of the semester. Please take care of yourselves and don't bring your germs to class.

Officially, I allow **two** unexcused absences during the course of the semester from our regular T/Th class and **one** unexcused absence from an enrichment session or activity. If you miss more than **two** classes and **one** enrichment session, this will impact your class participation grade (see below). Please keep track of your absences yourself; I will not email you with updates of the number of classes or enrichment sessions you have missed. If you missed class, it is your responsibility to find out what material we covered and get the notes and announcements from another student; please don't email me asking for notes for missed classes. It is your responsibility to catch up – it is not my job to catch you up. The same policy applies for an enrichment session – it is up to you to make up the work or activity. Faculty, mentors, and Evergreens will take attendance at all enrichment sessions. If you miss a field trip, you will be expected to visit that site independently and return with proof of attendance in order to earn class credit for the experience.

Student Athletes

If you are a student athlete, please provide me with your travel and game schedule indicating when you will need to miss class to participate in athletic events. While travel for athletics is an excused absence, you will need to make up any missed work.

Late Work/Missed Exams

****Late assignments will not be accepted, except in the following instances:**

1. hospitalization or illness, with a documented doctor's note; or
2. a death or serious illness in the family, with documentation from an immediate family member.

In all cases, the decision to allow a student to make up an exam/extend the deadline for an assignment, as well as the time period for completion, is up to the discretion of the professor.

In general, assignment due dates are published well in advance. If you know you are going to be out or away from your computer when an assignment is due online, please upload ahead of time.

If you are unable to take an exam given the reasons listed above, please try to contact me at least 24 hours ahead of time (if possible). Barring extenuating circumstances, students who miss an exam and do not make alternate arrangements ahead of time will receive a zero.

Students with Disabilities

To request academic accommodations due to a disability, please contact Disability Support Services (DSS), Newman Towers West 107, at DSS@loyola.edu or call (410) 617-2750/2062.

If you already registered with DSS and requested an accommodations letter (and DSS has sent the letter to your professors via email), please schedule a brief meeting to discuss the accommodations you might need in this class.

Academic Integrity

All students are expected to understand the meaning of the Honor Code (see: <http://iggy.loyola.edu/catalogues/current/undergraduate/general/studentlife.html#PageLink3>). **Ignorance of the Honor Code is not a valid reason for committing an act of academic dishonesty.** The following constitute violations of the Code and are defined in the **Community Standards Handbook**: cheating, stealing, lying, forgery, plagiarism, and the failure to report a violation. Please refer to the College Catalogue and Student Handbook for further explanation of the Code. Violations of the Honor Code may result in a failing grade for the assignment and/or the course. All violations of the Honor Code will be reported to the Loyola College Honor Council.

Department of Communication policy reiterates that the university honor code applies to all CM courses, including this one. I will follow the Department of Communication's policy guidelines for honor code violations if any infraction of the code occurs. The department's policy is available upon request.

Student Support Services

Loyola offers services to support students' academic and emotional development:

1. The Study Center, located on the third floor of Jenkins Hall, offers tutoring, writing coaching, and study skills guidance <https://www.loyola.edu/thestudy>;
2. The Writing Center offers consultations on writing technique and is located in Jenkins Hall 011 <https://inside.loyola.edu/writingcenter/index.html>. Make an appointment by calling 5415 or emailing lwc@loyola.edu.

ASSIGNMENTS AND GRADING

Assignment	Percentage of Final Grade
Textual Analysis	15%
Following the Story	15%
Tweet Week	15%
MyStory	15%
Exam 1	15%
Exam 2	15%
Participation	10%
TOTAL	100%

Grading

A	94-100	<p>Grading Policy: Students earn the grades they deserve based on the quality of the work completed; students are not given grades. It is the student's responsibility to keep track of their grades on Moodle and monitor their progress/status in the course.</p> <p>In general, I do not change grades unless there is some sort of administrative error. Students are always welcome to come to office hours to discuss grades 24 hours after the grade is posted online. I will not discuss grades or grade complaints/concerns over email.</p>
A-	90-94	
B+	87-90	
B	84-87	
B-	80-84	
C+	77-80	
C	74-77	
C-	70-74	
D+	67-70	
D	60-67	
F	Below 60	

Assignments

Textual Analysis. (15%)

The objective of this assignment is to compare how two different “texts” (documentary and feature film) treat a relevant science issue or topic. Your job is to pick one paired set (a feature film and a documentary) from the list below and screen them independently. After reviewing the documentary and the film, you are to write a 3-4 page (1,000 words max) paper offering an analysis of the two “texts.” Your response paper should start by briefly summarizing the documentary and feature film (25%) and then work to address the following key questions in the balance of the paper (75%).

- What are the differences in content between the two texts?
- What are the advantages of using a documentary to tell this story?
- What are the advantages of using a feature film to tell this story?
- How are the texts similar? different?

- What are the texts saying? Offer a cultural analysis of both pieces in your response.
- How is science conveyed in the documentary? Feature film? How central is “science” to the narrative in each piece?
- In your opinion, which text tells a better story? Why?
- Which text would you recommend to a friend? Why?

All papers will be due electronically via Moodle on **Thursday, October 1st by 9:00am**. Please also bring a paper copy to class. We will meet in small groups to review the textual analysis papers.

We will be doing an in-class “preview” of this assignment as well during the first few weeks of the semester with the following texts:

Feature Film: Promised Land
Documentary: Gasland Part II

Documentaries and Corresponding Feature Films

Copies of documentaries and films are on reserve in library. Where applicable (I have included links to the content on Moodle). You may screen in the library or use a subscription service to watch on your own. I am also happy to arrange a group screening in the library during the cancelled class day (Sept 15th).

Environmental Resources:

Feature Film: Interstellar
Documentary: Last Call at the Oasis

Public Health:

Feature Film: Wall-E
Documentary: Fed Up

The Life of a Scientist:

Feature Film: The Theory of Everything
Documentary: Hawking (available online via PBS through Moodle)

** While a more detailed grading rubric will follow for each assignment, it is important to note that all papers should be written in 12-point Times New Roman font. Papers should be double-spaced and have 1” margins all around. Make sure you add page numbers to your paper in the footer and put your name in the header (you’d be surprised how many people forget). A reference list (if applicable) should be on a separate final page(s). Everything should be uploaded as one word document (.doc or .docx) with your Last Name_Assignment as the title (e.g., Becker_TextualAnalysis). We use APA style for citing all references. For more information on APA style, visit:
<http://guides.indlibrary.org/content.php?pid=344229&sid=2972524>

Following the Story (15%)

The objective of this assignment is to carefully follow a breaking or recent science news story in an in-depth fashion. You will be asked to follow a major science news story of your choosing (e.g., can relate to public health, the environment, new technology, etc.; recent examples have included the Ebola outbreak, vaccine controversy, climate change and snow in Boston, GMO foods, nanotechnology, cancer treatments, etc.) across a wide array of mediums (television news, newspaper, online sources, political comedy, Internet, social media, radio, etc.) for a one-week period (7 days). You should keep a running log or notes page of the materials you review with corresponding links. If you watch something on TV or listen via radio, note down the dates and times, etc. You should be able to locate a corresponding link for most material as well. After following the story for a week, you'll need to write a 3-4 page (1,000 words max) reflection paper about the experience. In the paper you will briefly summarize the science news event and the amount/type of content you reviewed (25%). In the remainder of the paper, you should talk about the differences in coverage of the science story you see across the mediums (75%) and which items you reviewed helped to best tell the story and why. Be sure to cite any news content you directly refer to both in the text of the essay and on a separate reference page at the end of the paper (in other words you need in-text citations and a bibliography). Be sure to also type up your running log or note page and include at the end of your assignment on a separate page(s). Your analysis of the science news coverage should address the following questions:

- Which medium offers the most in-depth coverage?
- Which medium is easier to follow?
- Which medium do you prefer and why?
- Are different elements of the story covered across different mediums?
- What kind of political perspective (or lack thereof) do you notice in the coverage?
- How much of the content you reviewed was discovered via social media?
- Which pieces of your story did you or would you want to share via social media?
- Are certain news outlets more likely to feature science stories?
- Do certain outlets offer better science coverage than others?

Students will meet in small groups to share their reflections. Your reflection paper will be due on Moodle on **Tuesday, October 27th at 9:00am**. Please bring a paper copy of your reflection paper to class.

Tweet Week (15%)

The objective of this assignment is to both engage in and keep track of social media activity. During the course of a week (Tuesday, October 27th – Tuesday, November 3rd), we'll all share what we're reading and reviewing on social media via Twitter using the hashtag **#COM203M**. **We will also each follow 5 new users/accounts that focus on science**. Each student needs to share a minimum of 30 tweets (~ 4 per day) and

engage in the practice of retweeting and favorite-ing tweets. Once the week is up, we'll gather all the tweets, retweets, etc. and list of new organizations/individuals we followed and look at what the group has posted in class. Then, your job will be to write a 3-4 page (1,000 words max) reflection paper on the Twitter content and activity. The first part of your paper (25%) should summarize the Twitter activity of you and your fellow classmates. The second part of the paper (75%) should offer a reflection on the activity. You should address the following questions in your response paper:

- What themes were present in the content shared?
- How much of the discussion centered around science?
- What themes or types of content were missing?
- What was unique or important about using Twitter as a medium to share this content?
- Were there certain tweets or topics that were more memorable for you? Less memorable?
- In addition to the five users/groups you chose to follow, did this activity encourage you to follow new individuals, groups, etc. on Twitter? Which ones? Why?
- Did this activity lead you to acquire new followers?
- How valuable is Twitter as a source for science information?

Students will meet in small groups to share their reflection papers. Your reflection paper will be due on Moodle on **Tuesday, November 17th at 9:00 am** along with a PDF or screenshots of your individual tweets using the #COM203M hashtag during the week. Please bring a copy of your paper and a printout of your individual tweets to class on for discussion.

My Story (15%)

Students will produce an appropriate text in a medium of their choice that answers the following questions:

- Who am I? How do I separate who I am from whose I am?
- Where am I from? And how did that “place” shape me?
- Where am I going? And why do I want to go there?

Suggested mediums: 8-10 photographs in a photo documentary; 3-5 minute digital story or video; 3-5 page short story with 3-5 photographs; 5 minute Prezi, etc.

You will only have 5 minutes to make your high impact presentation of your MyStory. You will also want to allow 2-3 minutes for discussion/questions with the class.

My Story assignments will be uploaded via Moodle on the **Tuesday, December 1st at 9:00am** and then presented in class. Presentation dates will be selected later in the semester.

Students should pay careful attention to the MyStory presentations of their fellow classmates. Following the presentations, a 2-page response paper will be due (on the course final exam date) offering a reflection on the experience of sharing your MyStory and the experience of being present for the MyStory work of your peers.

Exam 1 (15%). Exam 1 will focus on the material covered in lecture and course readings during the first half of the semester. The exam will take place on **Tuesday, October 13th**

Exam 2 (15%) Exam 2 will focus on the material covered in lecture and course readings during the second half of the semester. The exam will take place on **Tuesday, November 24th**

Participation: (10%) Participation is an integral part of this course. Your level of participation includes your contributions and preparedness for class and enrichment sessions, your engagement with course discussion and outside of class activities, and your Twitter activity during the course of the semester using the hashtag #COM203M (separate from the Tweet Week assignment). Multiple missed classes, enrichment sessions, or outside activities will impact your participation grade.

Extra Credit. A small number of extra credit assignments may become available during the course of the semester (e.g., participation in a research study, attendance and review of a campus event). These activities will be announced via Moodle along with information about point value

[THE COURSE SCHEDULE APPEARS ON THE NEXT PAGES]

FALL 2015 Course Schedule

	Date	Topic	Reading/Assignments
Week 1	T 9/1	Introduction to Course	Sign up for Twitter and tweet between now and next class
	Th 9/3	Introductions from Students & Celebrity Science	Intro Twitter Profile/Media Product Ch1 (F)
	Enrichment: Ice Cream Social		
Week 2	T 9/8	Thinking Communication	Ch 2 & Medium Theory (stop at information-system theory) (CC)
	Th 9/10	Media Analysis & Textual Analysis	Ch 3 (CC) Hawking (F)
	Enrichment: Led by Evergreens: Transitions		
Week 3	T 9/15	NO CLASS	
	Th 9/17	Gasland	
	Enrichment: Baltimore 101 (Enrichment still meets on 9/15 and 9/17)		
Week 4	T 9/22	Promised Land	
	Th 9/24	Rules & Regulation	Ch 4 (CC)
	Enrichment: Science Films		
Week 5	T 9/29	Community	Ch 5 (CC) Lovelock (F)
	Th 10/1	Textual Analysis/ Intro Following the Story	Textual Analysis Due Discussion of Textual Analysis
	Enrichment: A Little Core Curriculum, and A Lot More on Transitions		
Week 6	T 10/6	Communication and Politics	Ch 6 (CC) Pinker (F)
	Th 10/8	The News (Page One)	David Carr 1 & 2 (M)
	Enrichment: Stress Management, Time Management, and More		
Week 7	T 10/13	Exam 1	
	Th 10/15	Communication Marketplace	Ch7 (CC) Greene (F)
	No Enrichment Session – study for Midterm Exams		
Week 8	T 10/20	Celebrity Culture	Ch 8 (CC) & NYT Nano (M)
	Th 10/22	Storytelling	Ch 9 Narrative Complexity (CC)
	Enrichment: SUNDAY Outing to See Clybourne Park at McManus Theater (2pm showing on 10/25) (no sessions on 10/20 and 10/22)		
Week 9	T 10/27	Discuss Following the Story/Tweet Week Assignment	Following the Story Due Start Tweeting with #COM203
	Th 10/29	Media Systems	Ch 10 (CC) Tyson (F)
	Enrichment: Diversity & Justice and Core Text Discussion		

Week 10	M 11/2	Merchants of Doubt Screening at McManus Theater (7pm film start time)	
	T 11/3	NO CLASS MEETING	End Tweeting with #COM203
	Th 11/5	Twitter Review/My Story	Introduce MyStory
	Enrichment: Led by Evergreens: Course Selection & Registration (Enrichment still meets on 11/3 and 11/5)		
Week 11	T 11/10	Aesthetics and Production	Ch 11 (CC) Greenfield (F)
	Th 11/12	Aesthetics, Media, Women	
	Enrichment: Trip to Science Center on Sunday 11/15 (depart around 1pm, back by 5pm; no sessions on 11/10 and 11/12)		
Week 12	T 11/17	Tweet Week Discussion/ Generation Like	Tweet Week Due
	Th 11/19	Drawing Conclusions	Ch 10 (F)
	No Enrichment Session: Study for Exam 2		
Week 13	T 11/24	Exam 2	
	Th 11/26	Thanksgiving – No Class	
Week 14	T 12/1	My Story Presentations	My Story Presentations due online by 9:00 am
	Th 12/3	My Story Presentations	
Week 15	T 12/8	My Story Presentations	

EXAM SLOT:– My Story reflections due on Moodle

Section 08 (meets T/Th @ 9: 25) – Thursday, December 17th @ 9:00 am

Section 09 (meets T/Th @ 10:50) – Friday, December 11th @ 9:00 am

General Reminders and Important Dates for your first semester:

SEPTEMBER

- Friday, September 3 – Last day to add or drop a class
- Sunday, September 13 – Mass of the Holy Spirit, Chapel
- Tuesday, September 15 – Student Activities Fair, 4-6pm, Quad
- TBD – Community Service Fair

OCTOBER

- October 2-4 – Family Weekend
- TBD - Career Fair
- Friday, October 16 – Sunday, October 18 – Fall Break, Halls remain open

NOVEMBER

- November 11-12 – Class of 2019 Registration
- TBD - First-Year Retreat, contact Campus Ministry to sign up
- TBD – Leadership Fair, 4:00pm-6:00pm
- Wednesday, November 25 – Sunday, November 29 – Thanksgiving Break, Residence halls close Wednesday at noon and reopen Sunday at noon.

DECEMBER

- TBD - Think About It On-line follow-up due
- Wednesday, December 9 – Last day of classes, complete course evaluations and Messina enrichment session survey (check your e-mail for a link)
- Thursday, December 10 – Study Day
- Friday, December 12 – Saturday, December 20
- Sunday, December 20 – Halls close at noon and reopen Sunday, January 17 at noon

JANUARY

- Monday, January 18 – Martin Luther King Jr. Convocation