

SYLLABUS for Fully ONLINE ASYNCHRONOUS JOUR 2 Media & its Impact on Society 4-unit Course (WINTER 2025)

INSTRUCTOR INFORMATION

Name: Gail McElroy

Online Office Hour: Mondays from 11 a.m. to Noon (synchronous in Canvas classroom)

Email: mcelroygail@fhda.edu

This course is fully online and asynchronous, which means it does not meet on campus, have mandatory online sessions or specific times students must be online.

CANVAS INFORMATION

This course utilizes Canvas. Students can log in through [My Portal](#). Additional instructions and assistance can be found on the [Online Education](#) website.

OFFICE HOUR & COMMUNICATION

I hold a "drop in" online office hour each week on Monday mornings from 11 a.m. to noon. This "virtual" office hour means you may log in to our classroom and send a message through Canvas and expect an immediate response from me. If my office hour doesn't work for you, please contact me for an appointment. When contacting me, I prefer you use the messaging system within Canvas, but I will also respond via direct email. I am alerted when you send me a message in Canvas. I check my email and our Canvas course frequently throughout the week (generally between the hours of 9 a.m. and 6 p.m.). My personal commitment is to get back to students within 24 hours of your original message. If you don't hear back from me within 24 hours, I encourage you to reach out again.

WHAT STUDENTS CAN EXPECT FROM INSTRUCTOR

My pledge is to interact with students regularly throughout each week of the course.

- I will provide reminders and information about assignments at least three times a week through the Canvas Announcements feature.
- I will provide individual feedback on all assignments within 48 hours after each week concludes on Sunday. Students will be notified if feedback will take longer.
- I will provide progress reports for students at least twice during the quarter through group and individual messaging.

INSTRUCTOR EXPECTATIONS

- You will strive to be an active participant in this course and aim to meet due dates.
- You will maintain an open line of communication with me, so I understand how to support you.
- You will treat others with dignity and respect.
- You will contact me if you have any concerns about assignments or due dates.
- You will give yourself grace. You may make mistakes, as a part of learning and growing.

TIPS FOR SUCCESS

- **Start work early in the week** to meet deadlines. Our class week begins on Mondays and ends on Sundays each week. Discussion Questions are *always* due on **Thursday** and Media Entries on **Sunday**.
- **Plan ahead and don't procrastinate.** Read through the assignments for the week on Monday to best plan the time needed for research and writing. Then read the assigned textbook chapter.
- **Work ahead** if you have extra time or if you know you have a busy week coming up.
- **Allow enough time to receive answers** to your questions. Emailing a question 30 minutes before the assignment is due is not enough time for the instructor to answer (especially since deadlines are at 11:59 p.m.)
- **Focus on submitting quality work.** It's more important to think critically and write thoughtfully and coherently than it is to meet or exceed wordcount. Content **quality** will always outweigh the **quantity** of words used.
- **Read instructions carefully.**
- **Use standard English grammar, punctuation, and sentence structure.** (Bullet points are OK within a paragraph.) Capitalize the word "I", all proper names, and the first word of a sentence. (Stay away from "texting" language like "u" for "you" and "r" for "are.")

REQUIRED TEXTBOOK

The required textbook is *Media Literacy in Action* by Renee Hobbs (First Edition). Publisher: Rowman & Littlefield. (ISBN-10: 153811528X; ISBN-13: 978-1538115282) **This course uses the entire book.** You can buy a copy online from the [De Anza Bookstore](#) or buy/rent an e-textbook at [Vital Source](#). You may also find several sources to rent/purchase the book online, such as [Booksrun.com](#). (This is often a less expensive option.)

COURSE DESCRIPTION

A survey of the mass media's cultural and industrial functions in society. Introduction to methods of studying how media systems developed historically and how they are evolving in the U.S. and globally, as well as how people use and make meaning with media as part of everyday life. Methods and theories to understand media's social, economic and political impact, considering media production, forms, reception, and influence. Ethical and legal implications of media including print, film, recorded music, TV, video gaming and online media. Interplay of media and gender, ethnic and minority communities. (**ADVISORY:** EWRT 1A or 1HA or ESL 5)

COURSE OBJECTIVES

- Evaluate the role, power and influence of mass media (print, electronic and digital) in society.
- Examine historical, cultural and consumer-oriented aspects of media in the U.S. and the world, to better understand the impact of the media in contemporary society.
- Explore interrelationships and synergy between media industries.
- Analyze various media theories and models and apply them to mass communications issues.
- Examine the first amendment and other legal and ethical issues in the media from various perspectives.
- Interpret and apply ethical philosophies in mass communications contexts.
- Explore the role, contributions and perception of minorities, ethnic groups, age groups, gender and sexual orientation in the mass media and the effects of the media on those groups.

STUDENT LEARNING OUTCOMES

When this course is completed, students should be able to:

1. Evaluate the role, power and influence of mass media industries in the U.S. and globally.
2. Analyze the development, history, operation, culture and economics of media industries.
3. Analyze and critique the impact of mass media in society and articulate controversies surrounding each medium, including legal and ethical issues and the role of women and minorities.

COURSE REQUIREMENTS

- Access the course and class information in Canvas (the course management system where the class resides). Consult the [De Anza Online Education](#) website as needed.
- Complete weekly textbook readings from *Media Literacy in Action*.
- Answer weekly **Discussion Questions (DQ)**, tying the topics to class readings and personal experiences.
- Contribute to and **participate in class discussions** by responding to at least two other classmates each week.
- Complete **Quizzes** related to textbook reading.
- Complete **Media Journal Entries (MJE)** in the essay-like reports, demonstrating critical thinking.
- Complete a **Media Literacy Assessment** at the beginning of the course and a **Media Literacy Evaluation** at the end of the course.
- Complete a **Media Literacy Research Paper**. (If you do not post this paper you will forfeit any extra credit earned for the course and cannot earn a grade higher than a "C" for the course.)

All requirements have specific due dates. Be prepared to spend a minimum of four hours a week studying and using the course materials.

OVERVIEW OF ASSIGNMENTS AND GRADING

DISCUSSION POSTS (DQ)— 285 total points (1 @ 15; 9 @ 30 points each)

DQ posts are due every Thursday and should be in the same format as work you would hand in for a college class, except paragraphs should be shorter rather than one long paragraph. Most DQ posts should be 200-300 words. Do not aim for exact word count. If your post seems too short, consult the resources more closely, or think more critically, to come up with more ideas to write about. Specific examples from the textbook and/or media are always encouraged.

PARTICIPATION—100 points (10 @ 10 points each)

Students earn participation points by replying to at least **two** of your classmates' DQ posts each week between Thursday and Sunday. You are welcome to reply to more than two posts, but **two is the minimum each week to earn full participation points**. No additional points are awarded for extra posts. Participation points can only be earned within each individual week and do not count after the week has concluded (Sundays at 11:59 p.m.). If you miss participating in any given week, be sure to complete extra credit to make up the points. Replies to your classmates do not have to be structured as formally as initial DQ posts but must show some thought (more than just "good post" or "I agree").

MEDIA JOURNAL ENTRIES (MJE)—375 points (5 @ 75 points each)

MJEs are due on Sundays and should be written in paragraph format (like an essay) and be more in-depth than DQ responses. Aim for between 300-500 words. Content is based on textbook readings and a student's personal observations and experiences. Specific instructions are provided for how to complete each entry.

QUIZZES—80 points (4 @ 20 points)

On the weeks when no MJE is due, students will take a multiple-choice quiz based on the assigned textbook chapter. Each quiz has 10 questions worth 2 points each. You may consult your textbook and other sources while taking the quiz. Quizzes are due on Sundays before 11:59 p.m. The quizzes are not timed, but you will want to give yourself enough time to complete it before the deadline. It is suggested you begin each quiz no later than 10:30 p.m. the night it is due.

MEDIA LITERACY RESEARCH PAPER—100 points (plus 10 points for Paper Topic Proposal)

Every student must submit a research paper in Week 11. Detailed instructions are provided under the Week 11 module. Students who do not turn in a research paper may not earn any extra credit points nor can they earn higher than a "C" for the course. The same rules apply if a paper is plagiarized in any way (including using AI).

MEDIA LITERACY ASSESSMENTS—50 points (2 @ 25 points each)

Students will complete two Media Literacy Assessments. The first will be at the beginning of the quarter, and the second will be an evaluation at the end of the quarter measuring how your media literacy has increased.

EXTRA CREDIT: Students are limited to a maximum of 75 extra credit points for the quarter. Extra credit opportunities will be posted by the instructor during the quarter.

GRADE SCALE: Total Points: 1,000

A+ = 990-1,000 points*	B+ = 875-899 points	C+ = 775-799 points	D = 600-699 points
A = 926-989 points	B = 826-874 points	C = 700-774 points	F = 600 points or less
A- = 900-925 points	B- = 800-825 points	D = 600-699 points	

Assignment scores are based on accuracy, following directions, thoroughness and quality. Points will be deducted if those standards are not met and for an excessive amount of grammar, typos and/or punctuation errors.

*To earn an A+ you must have a score of 990 or above *excluding* extra credit points.

COURSE AND COLLEGE POLICIES

- **Late Work:** Late assignments may not be accepted unless approved prior to due date deadline. Unless the instructor waives it, a late penalty of 10% will be deducted for each calendar day late. If there are unavoidable circumstances, such as a family emergency or illness, the issue will be decided on a case-by-case basis. Generally, only one late assignment or discussion response will be accepted for the quarter. If you do have an emergency, contact the instructor as soon as possible. It is much easier to be understanding and accommodating *before* a deadline rather than after.
- **Student drops:** Make sure to check the [Academic Calendar](#) for all college deadlines. The instructor may drop any student who does not post any assignments for two or more consecutive weeks and/or has not logged into the classroom for 10 or more consecutive days. Students who “disappear” but do not drop the course will receive an “F.” The last day to drop with a “W”—Friday, February 28—is strictly enforced by the college.
- **Artificial intelligence (AI):** Submitting AI-generated work as entirely student-authored without disclosure is strictly prohibited for all coursework, including Discussion Questions, Media Journal Entries and the Research Paper. (In short, anything a student posts for grading.) Students may use AI tools for their own brainstorming, outlining, or to assist with concepts if the AI and the tool used is identified by the student within their post/assignment, accompanying an explanation for exactly how it was used. **Any** work submitted that is **entirely AI**—whether labeled or not—will not be accepted, and the student will be given a zero for the assignment. The instructor may run work through an AI-checker at any time.
- **Plagiarism:** Plagiarism (copying work or cheating) is grounds for probation and/or suspension from the college. Any student who cheats on an exam, plagiarizes from somebody’s work (including their own work from a previous class or **using Artificial Intelligence or AI**) or lifts information from sources (**including AI**) without citing those sources will receive a zero for that assignment and a grade no higher than a C for the course. They will also be ineligible for earning any extra credit points. If you are uncertain about the college’s policy on academic misconduct, please refer to the [Academic Integrity](#) section on the college website.
- **Courtesy/Equity:** Online discussions may sometimes include volatile or controversial issues since we are studying the media and current events. Students are expected to be professional and courteous to one another and to show tolerance and respect for varying viewpoints. Students who exhibit inappropriate behavior may be docked points or have other consequences. All persons, regardless of gender, age, class, race, religion, physical disability, or sexual orientation, shall have equal opportunity without harassment in this course. Problems with or questions about harassment can be discussed in confidentiality with the instructor via email.

COLLEGE SERVICES

- **Writing and Reading Center (WRC):** The WRC offers tutoring and other assistance in writing and reading for students taking any English, English as a Second Language or any class with a writing assignment at De Anza.
- **Online Tutoring:** Online tutoring is limited for a total of 8 hours per quarter, so use De Anza’s Student Success Center services as your *first and most frequent option*--save online tutoring hours for critical/major assignments, and when face-to-face services are unavailable, such as, evenings and weekends.
- **Other Student Services:** Many other services are available to help students succeed, including services for your physical and mental health and well-being.
- **Disability Support Services:** If you have a disability-related need for reasonable academic accommodations or services, contact the instructor during the first week of class and provide her with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give a five-day notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (**864-8753 DSS main number**) or EDC advisor (**864-8839 EDC main number**).