The Details
Course Title: CJT 608
Fall 2013
Classroom: KAS 210
Time: Tuesday, 3:30 to 6 p.m.
Professor: Dr. Deborah S. Chung
Office Hours: Tuesday 10:30-12 p.m. or by appointment

Required Text
• Various readings from established and emerging media scholars!

About the Course
This graduate seminar is designed to introduce students to various approaches to the study of mass communication. In this class, students will address the strengths and weaknesses of major theoretical approaches, their usefulness and validity, as well as their potential for practical application to media studies.

Broadly speaking, this is a course that examines the influence of mass media on social life. To make progress toward unraveling this intricate relationship between members of a society and the media they interact with, we will focus on issues that have received considerable attention in research and public debate. These are topics that relate to mass media content and the effects of these messages on the audiences as well as historical and organizational matters concerning media institutions.

Objectives: Students will focus on integrating theory with practice, will synthesize and analyze the work of media scholars and articulate those key discussions, and will learn how to complete an extensive literature review and fully develop relevant and meaningful research questions/hypotheses of their choice.

About Learning
Learning happens when there is interaction and mutual care between the student and the teacher. As the instructor of this course, I hope to communicate with each and every one of you and get acquainted with you on an individual basis. I do not anticipate depositing knowledge into empty vessels. Instead, I will guide you throughout the course, so you can master the information learned and take off from there into more creative avenues. I hope to learn as much from you as you hope to learn from this course.

Teaching, and learning, is a joint effort. I believe that your personal level of effort, mastery and motivation all affect how much you learn. I also believe that the overall classroom climate and the interaction among the classroom members will influence these factors. So let’s work together as a group to experience the most fun that we can in learning about media studies and the various theories and conceptual frameworks to examine their benefits, shortcomings applications and implications.

Disability
If you have a documented disability that requires academic accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Diversity
As with any course at the University of Kentucky, this class will be conducted with respect for each individual and with an appreciation of diverse points of view. We at the UK School of Journalism and Telecommunications believe that it is vitally important to promote a diverse educational environment and society. People of all ages,
ethnicities, races, religions, sexual orientations, identities, socioeconomic circumstances, abilities, talents, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them. We believe that our lives are fuller, and that our society is stronger and more just, from such diverse and mutually beneficial encounters. Protecting our diversity is at the very core of our country's ideals as expressed in the Constitution of the United States of America.

About the Readings

Readings that are not available through the textbook will be provided through the CJT608 Blackboard site.

Course Calendar

Please note that the Course Calendar is a guideline. We will try to stick to it, but it is also not set in stone. Please note that the schedule may change, and if so, will be announced in class. Readings should be completed before the class for which they are assigned.

Assignments and Grading

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Discussant and Seminar Facilitations (x2)</td>
<td>20%</td>
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<tr>
<td>Critical Reading Form (x2)</td>
<td>20%</td>
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<tr>
<td>Seminar Participation</td>
<td>10%</td>
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<tr>
<td>Proposal</td>
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<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
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1) Discussant and Seminar Facilitations: Students will be paired to lead class discussions for two sessions. Discussants should also help facilitate classroom engagement. Discussion leaders should address the following general questions:
   • What contribution has this approach made to the field of mass communication?
   • What are the theory's strengths and weaknesses? or What are the argument's strengths and weaknesses?
   • What is the (theoretical) significance of the research?
   • What are the practical applications of this approach to media studies?

   By 9 p.m. Sunday before presentations, each discussion leader pair must provide me with an annotated bibliography, in APA style, of 3-5 additional readings on the topic(s) that will be discussed. The readings may address further discussion/explanation regarding the theoretical approach, or they may be representative examples of research using the concepts under discussion. The annotated bibliography must include: author(s), title of article, chapter, or book, publication name, volume and/or issue of publication, page numbers, date published, and two paragraphs of commentary for each source included. The first paragraph should summarize the article, chapter, or book and the second paragraph should explain the usefulness of the source to the research topic.

   During the presentations, each group must provide the class with a brief overview of the topic, address the assigned readings and other related research, and should help lead the class in a group discussion of the main themes. Remember, discussion leaders must go beyond the assigned readings for the week and should consider using related audio-visual materials to enhance the class session. Handouts and PowerPoint presentations are also useful.

   2) Critical Reading Form (excluding the McQuail text): By Monday at 12 p.m., discussion leaders must submit their responses to the Critical Reading Form. These exercises are designed to help students better understand the readings by breaking down the articles into their specific purpose, thesis, key terms and claims, etc. Please bring copies for the class the following day during the presentations.

   3) Seminar Participation: You are expected to have completed the readings before class and to actively take part in the discussions even if you are not the discussion facilitator.

   4) Project Proposals: A proposal that addresses the research topic that you would like to study is due at the beginning of class on September 24. All students must have their proposals approved by the instructor before they can proceed with their literature reviews.
The proposal in brief should include a development of your research idea, significance of project, introduction of theoretical/conceptual framework and possible research questions/hypotheses.

5) Literature Review/Final Paper: The literature review will help students to synthesize a variety of material on a particular topic. I will discuss the mechanics of completing a successful literature review in class. Many of the readings for this course include excellent reviews of relevant literature, which may be used as a model for this assignment.

An annotated bibliography of the sources used in the literature review is due at the beginning of class on November 12. The annotated bibliography must include: author(s), title of article, chapter, or book, publication name, volume and/or issue of publication, page numbers, date published, and two paragraphs of commentary for each source included. The first paragraph should summarize the article, chapter, or book and the second paragraph should explain the usefulness of the source to the research topic.

Each student’s final paper is due at the beginning of the class session on December 10. Your final paper should include a detailed description of the topic, further developed significance section of your research as it relates to the mass communication concepts and frameworks discussed in class, extensive literature review, statement of fully developed research questions/or hypotheses based on the literature review, and a methods section that addresses how to systematically answer the critical questions raised. Please follow APA Style 6th edition.

**Message from GSA**

The annual Communication Graduate Student Association Symposium is a student-sponsored event designed for graduate students to gain experience delivering a conference-style presentation of their research. Original research (completed studies and proposals), thematic reviews of literature, and theoretical essays/position papers may be submitted for presentation. This is also an excellent opportunity to receive additional feedback on your work prior to submitting to a professional conference. (NCA’s deadline is usually the end of March!) Dates and submission information are below.

**Deadline for Submissions:** 11:59 p.m., Friday, January 17th, 2014.

**Date of Symposium:** Friday, February 21, 2014.

**How to Submit:** Send blind manuscripts (i.e., all author identifying information has been removed from the document) to marjorie.buckner@uky.edu.

**About the Professor**

Deborah joined UK in 2004, and she loves it here! She received her bachelor’s degree from the University of Missouri-Columbia with a concentration in magazine design. She received her master’s degree from the University of Illinois at Urbana-Champaign and doctoral degree from Indiana University at Bloomington.

Deborah’s research focuses on the changing dynamics between communication professionals and their audiences through emergent information communication technologies (ICTs), and she further examines ways through which ICTs empower information consumers. The practical significance of her research program is to help newspapers make better use of new interactive tools and in the process, make news more meaningful for their audiences. Her most recent research investigates the growing role of citizen journalists and their content contributions through online sources focusing on their motives for partaking in such reporting activities, perceived role conceptions, credibility and social capital.


You can reach Deborah at: 257-3021, dchung@uky.edu, or stop by on Tuesdays between 10:30-12 p.m. at Grehan 215.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic/Deadlines/Guests</th>
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| 1 / Sept. 3 | Intro to media studies / Definitions  
  Getting acquainted |
| 2 / Sept. 10 | Approaches to studying media and communication: The rise of mass media  
  *Initial proposals brief*  
  McQuail Chp. 1-2  
| 3 / Sept. 17 | Media theories I: Concepts and models for understanding media and society  
  McQuail Chp. 3-4  
| 4 / Sept. 24 | Media theories II: Concepts and models for understanding media and society & normative theories  
  McQuail Chp. 6-7  
### Course Calendar

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| 5 / Oct. 1 | The media organization and production of media culture  
*Annotated bibliography brief*  
McQuail Chp. 11 -12  
| 6 / Oct. 8 | Mass communication and culture  
*Guest speaker: Margaret McGladrey, Assistant Dean for Research, University of Kentucky, College of Public Health (Critical cultural approaches)*  
McQuail Chp. 5  

**CJT 608**

*Mass Communications & Society*
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<th>Session</th>
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<tr>
<td>7 / Oct. 15</td>
<td><strong>Media structures and institutions: Media economics and governance/globalization</strong></td>
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<td>McQuail Chp. 8-10</td>
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<tr>
<td>8 / Oct. 22</td>
<td><strong>Media content and representation I: Visual Communication</strong></td>
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<td>Guest speaker: Dr. Yung Soo Kim (Photography, photojournalism)</td>
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<td>Review Content Analysis PowerPoint prior to start of class.</td>
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<td>McQuail Chp. 13</td>
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<tr>
<td>9 / Oct. 29</td>
<td><strong>Media content and representation II: Race and ethnicity</strong></td>
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<tr>
<td></td>
<td>Content Analysis: research, resources</td>
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<td>Meet in Media Center for the Future/Theater (room 23 in Grehan basement:</td>
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|           | *Scott Johnson, Director of Research and Instructional Technology)*  
| **Content analysis brief**  
| McQuail Chp. 14  
| **10 / Nov. 5**  
| **Media audiences: Theory and research traditions**  
| *Literature review and final paper brief*  
| McQuail Chp. 15  
| **11 / Nov. 12**  
| **The active audience**  
| *IRB*  
| McQuail Chp. 16  

*CJT 608  
Mass Communications & Society*
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| 12 / Nov. 19 | **Media effects I: Processes and models**<br>
Guest speaker: Dr. Anthony Limperos (Video games and effects research)<br>
McQuail Chp. 17<br>
| 13 / Nov. 26 | **Media effects II: Social-cultural effects**<br>
McQuail Chp. 18<br>
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| **14 / Dec. 3** | **Media effects III: News, public opinion and political communication**

McQuail Chp. 19

| **15 / Dec. 10** | **What's next: future of media studies and participation**

McQuail Chp. 20
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• Final papers due

*This syllabus is an active document and may be changed at any time. The instructor will notify students of any changes.*