

DEREE COLLEGE SYLLABUS FOR:CN 2001 LE FOUNDATIONS OF CONTEMPORARY MEDIA									
(Previously CN 2301 LE Foundations of Contemporary Media) (Updated Spring 2022)									
US CREDITS 3/0/3 UK LEVEL: 4 UK CREDITS: 15									
PREREQUISITES:	None								
CATALOG DESCRIPTION:	Overview of the mass media industry. History of the mass media and their impact on society and the individual. Development of communication technology. Role of mass media in shaping public opinion.								
RATIONALE:	In this course students will develop their understanding of the foundations of mass communication and the technological and social dynamics that have shaped their evolution. They will also explore the main approaches to studying the media; and the ethical, political, and legal debates related to the media.								
LEARNING OUTCOMES:	As a result of taking this course, student should be able to: <ol style="list-style-type: none"> 1. Understand the concepts and theories related to mass media. 2. Understand the evolution of mass media. 3. Demonstrate awareness of mass media's influence on society in shaping perceptions and behaviours. 								
METHOD OFTEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> ▪ Class lectures, interactive learning (class discussions, group work), guest speakers, and video presentations. ▪ Office hours: students are encouraged to make full use of instructor's office hours for questions, to see their exams/papers, and/or go over lecture material. ▪ Use of a Blackboard site where lecture notes, assignment instructions, announcements, and other materials related to the module are posted. ▪ Peer tutoring is also available to students who choose to get additional help. 								
ASSESSMENT:	<p>Summative:</p> <table border="1" style="width: 100%;"> <tr> <td>First assessment: research paper (1800-2000 words)</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Second assessment: final exam (2-hour, comprehensive, essay or short-answer questions)</td> <td style="text-align: center;">60</td> </tr> </table> <p>Formative:</p> <table border="1" style="width: 100%;"> <tr> <td>Students research a media issue for discussion in class</td> <td style="text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>The in-class exercise (formative) tests students' ability to gather information and apply it to class discussions.</p> <p>The first assessment (research paper) tests Learning Outcomes 1 and 3. The second assessment (final exam) tests Learning Outcomes 1, 2, and 3.</p>	First assessment: research paper (1800-2000 words)	40	Second assessment: final exam (2-hour, comprehensive, essay or short-answer questions)	60	Students research a media issue for discussion in class	0		
First assessment: research paper (1800-2000 words)	40								
Second assessment: final exam (2-hour, comprehensive, essay or short-answer questions)	60								
Students research a media issue for discussion in class	0								

	<p>The final grade for this module will be determined by averaging all summative assessment grades, based on the predetermined weights for each assessment. If students pass the comprehensive assessment that tests all Learning Outcomes for this module and the average grade for the module is 40 or higher, students are not required to resit any failed assessments.</p>
<p>INDICATIVE READING:</p>	<p>REQUIRED READING: Dominick, Joseph R. <i>The Dynamics of Mass Communication – Media in the Digital Age</i>, Boston: McGraw Hill Companies, Inc., 6th edition, 2013.</p> <p>RECOMMENDED READING: Alison, Alexander and Hanson, Jarice (ed.). <i>Taking Sides – Clashing Views on Controversial Issues in Mass Media and Society</i>, McGraw Hill/Dushkin, 12th edition, 2013.</p> <p>Straubhaar, J., Larose, R., and Davenport, Lucinda. <i>Media Now: Understanding Media, Culture, and Technology</i>, Cengage Learning, 7th edition, 2013.</p> <p>Turow, Joseph. <i>Media Today – Mass Communication in a Converging World</i>, Routledge, 6th edition, 2016.</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL:</p> <p>RECOMMENDED MATERIAL:</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>All assignments in English</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Word document</p>
<p>WWW RESOURCES:</p>	<p>www.cnn.com www.msnbc.com www.huffpost.gr www.reddit.com www.buzzfeed.com www.nytimes.com www.vice.gr www.thepressproject.gr www.prweek.com www.adage.com www.theatlantic.com</p>
<p>INDICATIVE CONTENT:</p>	<p>1. Introduction 1.1 What is communication? 1.2 Stuart Hall's encoding-decoding model 1.3 Gatekeeping and the digital "conversation" model 1.4 Convergence</p>

	<ul style="list-style-type: none">2. Roles and Functions of Communication<ul style="list-style-type: none">2.1 macro functions2.2 micro functions (agenda setting) 3. Critical Approaches to Studying Mass Communication<ul style="list-style-type: none">3.1 The Frankfurt School3.2 Cultural Studies3.3 The critical approaches in historical context 4. The History of Communication: From Reformation to Mass Society<ul style="list-style-type: none">4.1 The Gutenberg Revolution4.2 The telegraph and the telephone4.3. Photography4.4 Radio4.5 Television4.6 The Internet and disintermediation 5. The Communication Industries and Landscape Today<ul style="list-style-type: none">5.1 News5.2 Public Relations5.3 Advertising 6. Formal and Informal Controls Over the Media<ul style="list-style-type: none">6.1 The law6.2 Ethics and other informal controls6.3 Models of the press 7. Studying the Mass Media<ul style="list-style-type: none">7.1 Mass media and the effects research paradigm7.2 Cultivation and agenda setting7.3 Stimulation vs catharsis/prosocial behavior7.4 Discourse analysis7.5 Agenda Setting
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