



Fall 2015 Syllabus for JoMC 101: **The Media Revolution: From Gutenberg to Zuckerberg and Beyond**



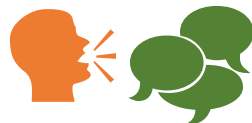
Welcome to JoMC 101

JoMC 101: The Media Revolution: From Gutenberg to Zuckerberg and Beyond will introduce you to the various facets of communication from the objective world of news media to the persuasive realms of advertising, public relations, and social media. This course will also strengthen your knowledge of media and communication industries, their content, and their effects on us, as individuals.



Fall 2015 Course Schedule

The JoMC 101 class will meet in Fall 2015 from 5:45 p.m. to 7 p.m. on Monday and Wednesday in the Carroll Hall 111 auditorium in the School of Media and Journalism.



Course Instructors

★ **Debashis ‘Deb’ Aikat, Ph. D.,**

Associate Professor

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(see page 23 for Dr. Aikat’s bio)

★ **Dean Susan King**

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(see page 19 for Dean King’s bio)



Teaching Assistants

★ **Ms. Darlene E. Kipphut**

Roy H. Park Fellow and M.A. student

UNC-Chapel Hill School of Media and Journalism

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(see page 20 for Ms. Kipphut’s bio)

★ **Ms. Jessica Pikowski**

Roy H. Park Fellow and M.A. student

UNC-Chapel Hill School of Media and Journalism

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(see page 21 for Ms. Pikowski’s bio)



Fall 2015 Office Hours for Deb Aikat

➔ 5:15 to 5:45 p.m., Monday and Wednesday in 111 Carroll Hall

➔ 5:15 to 5:45 p.m., Tuesday in 374 Carroll Hall (Deb’s office)

➔ 7 to 8 p.m., Monday and Wednesday in 374 Carroll Hall (Deb’s office)

➔ 8:15 to 9 p.m., Tuesday in 374 Carroll Hall (Deb’s office), and by appointment. Walk-ins welcome.



Syllabus Contents

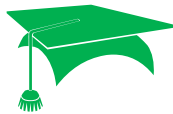
This course syllabus covers important details in six sections: Course Content, What You Will Learn, Course Participation, Best Practices for Course Participation, Course Grades and the Fine Print. The syllabus cover these major topics:

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Course Content

Welcome to the School of Media and Journalism – one of the premier programs in the nation. This class will introduce you to the various aspects of mass communication – from the objective world of news media to the persuasive worlds of advertising, public relations and social media. We’ll also zip around the various media platforms – print, broadcast, digital, mobile and beyond. The overall goal is to help you strengthen your knowledge of media and communication industries, their content and their effects on society as well as on us as individuals. We hope you will be better understand three aspects, One, how the media business is changing, two, how to judge the media you consume, and, three, how you may actively contribute to developing media messages.



What You Will Learn

This course is not designed to teach everything, but it should help you improve your conceptual grasp of media and their importance. The course goals are to:

- ❖ Learn how to analyze the quality of the communication messages that barrage us every day.
- ❖ Explore how various communication professions interact
- ❖ Improve our understanding of the impact of the media on various aspects of our lives;
- ❖ Learn a variety of research techniques employing traditional and electronic tools;
- ❖ Gain a better appreciation of the global impact of the media on society; and,
- ❖ Examine the impact of the media on major sectors of society (business, law, health care, government, gender, media, education, etc.) and discuss major concerns.



Course Participation

You will be graded on your participation in the course, so it is important that you share your ideas, interact, and participate regularly in class discussions. Students in past classes have told me that this can be an exciting experience.

Students have asked me about my expectations for participation and how we evaluate class participation. We expect your participation to be insightful, comprehensive, and regular, and we will evaluate both the quality and quantity of your participation. In addition, we may use Sakai course statistics (such as user accesses) to assess the frequency of a student's class participation over time.

There is no make-up policy for missed work (see JoMC 101 attendance policy). If you will e-mail us ahead of time, we can arrange for you to make up missed work. It is your responsibility to find out what was covered on the days you missed and incorporate them into your work for the class.



Classroom Manners

Needless to say, 300+ people in one room will create some interesting dynamics! Here are some basics to help ensure everyone is able to participate fully:

Mute your cellphone – keep your ring tones to yourself

Limit computer/electronic device use to what's needed for class.

Facebooking, tweeting and shopping can be done before 5:30 p.m. and after 7:00 p.m. on Mondays and Wednesdays, when our class meets.

Chatting vs. discussing – I encourage group discussions of topics at certain points in the class. Please be respectful of others in the class and save catching up with your classmates until after class.

Agreeing to disagree – with a class this size, we will no doubt have differing views – and I hope you will share them! The goal is to be respectful when sharing your opinions.

Arrive on time – nothing aggravates a professor more than when you trot into class late! If you have a class on the other side of campus and know that you will cut it close, please let me know ASAP.

Getting up/leaving the room – the class is only 75 minutes. Please take your biological breaks before class and save those phone calls until after class. It's distracting – not to mention rude to our guests and your fellow students – for you to come and go during the class period.



Attendance is expected, and you are responsible for following all announcements and schedule changes made in class. There is no substitute for attending class, participating, listening and taking notes. **I will monitor attendance.** If you are absent, it is your responsibility to borrow notes from a classmate.

The attendance policy for this class is the same as that of Google, IBM, Coca-Cola, Nike, AT&T, MTV, *The New York Times*, Universal Studios, *Sports Illustrated* and J. Walter Thompson, to name a few. This is an instruction-intensive course and we expect you to be here everyday we meet. In addition, there will be several in-class projects that cannot be made up.

- ➔ 1. If you plan early, you may try to make up a missed class.
- ➔ 2. You are expected to attend the full class session (75 minutes). A partial absence will be recorded if you are late by 10 minutes or more or leave class early by 20 minutes or more.
- ➔ 3. You will earn attendance points for each full class session you attend. Similarly, you'll lose 8 attendance points for each full (or partial) absence. You may reduce the **8-point deduction to 4 points** if you write an "Absence Paper" that meets the criteria explained below.
- ➔ 4. If you have three unexplained absences (full or partial), Fs will be recorded for all work missed or delayed due to your absence. Since this is a relatively large class, we have found that the most time-efficient way to record attendance is to use a sign-up sheet. It is **your responsibility to sign on the sign-up sheet, every day you attend. Absences will be marked for missing signatures** and there is no make-up policy.



The Absence Paper

Please follow this format for your "Absence Paper":

- A. Name, email address
- B. Reason for absence with details of day and date
- C. Summary of class and reading
- D. Please sign and date your paper

The "Absence Paper" must include these requirements:

- ➔ a) 200-word synopsis of what was covered in the class you missed (meet up with another student who attended for this information)
- ➔ b) 200-word summary of assigned reading (see the online schedule for details)
- ➔ c) Email your "Absence Paper" to **da@unc.edu** within a week of your absence. Mention **J101_absence** in the subject line of your email.
- ➔ d) Your "Absence Paper" will NOT count if you fail to follow these requirements. Period. No excuses. Any failure to meet the deadline or fulfill the above requirement will result in 8 attendance points being

deducted for each absence. A student may lose a maximum of 40 grade points for absences.

The “Absence Paper” requirement is applicable to all absences (full or partial), “excused” or otherwise. So, whatever be the reason for your absence **you have to write the “Absence Paper.”** This is based on the premise that, in an effort **to be fair to all students**, the instructor will NOT evaluate the importance of the reason for your absence (job interview, bereavement, work schedules, alarm clock malfunctions, religious reasons, social engagements, inconveniently scheduled family events, travel, untimely visits from friends and family or any other situation).



Actively Participate in JoMC 101

This course may require a lot of your time, depending on how well you plan your work schedule. You should count on spending at least six hours a week working on assigned projects. You should also complete the assigned readings on time.

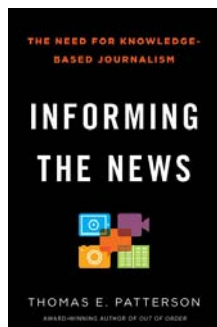
Internet Access Needed Every Class!

Please bring your laptop or other electronic device that has web access to every class. You will need it to participate!

Course Modules: The course is broken into three modules: (1) Communicating in a democracy; (2) Media as change makers; and (3) The business side of media. Each class period focuses on a particular topic – known as **Today’s Lead**. Please consult the Class Schedule on Sakai for an updated list of topics we’ll cover. Information about each day’s topic is on Sakai – consult the Resources folder online.



Course Readings



Required Text:

Informing the News: The Need for Knowledge-based Journalism, by Thomas E. Patterson (2013, Vintage Books). Available in student stores, and it’s not too expensive!

Other readings: You’ll need **to check the class web space on Sakai** for other readings. The week-by-week schedule at the end of the syllabus indicates each class period’s readings and assignments.

Keeping up with the News:

What's going on in your world? What do you have a right to know? What do you need to know to function on a day-to-day basis? Who is telling you what? It's important to keep a pulse on what's happening and understand the strategies and tactics that communicators use to tell their stories and influence your views. Please read, watch or engage in the news regularly – if nothing else, you can count on a few news quizzes!

Exercises and Activities:

This class, although large, will involve a good bit of interaction, discussion and sharing your ideas.

In-class activities: On occasion, you may be asked to write something short in class, such as an analysis of a media message, take a news quiz or provide your insights through available technology. **You must be present in class** and contribute something worthwhile to get credit for the exercise.

Homework: There are some activities and exercises you're expected to complete as homework assignments. These must be typed and are due at the beginning of class.

Tests: This class features a midterm closed-book test, a take home exam and a final exam. These tests are designed to evaluate your understanding of key terms and ideas in the readings, class presentations and discussions, and your ability to apply those ideas. **You will need to bring a bubble sheet for test days.** They are available at Student Stores.



PollEverywhere: We will use PollEverywhere during the semester to gather some real-time views and ideas.

Here's what you need to know to register:

- Do not** go to polleverywhere.com to register
- ➔ If you have registered for PollEverywhere for any other class since Fall 2012, do nothing!
- ➔ All others – go to <https://www.polleverywhere.com/register?p=1jac-1a5v>. Enter your name, UNC email address and a password (preferably not your Onyen password)
- ➔ Click **Register my account**. Review the policy information, and click **Register my account**.
- ➔ Under “How should UNC-CH Admin identify you?” enter your University personal identification number (PID) and your Onyen using the following format: *YourPID_YourOnyen* (e.g., #####_jdoe). Click **Update**. If you plan to use your cell phone to text poll responses, enter that number, too. Click **Update**.

- ➔ If you've entered your phone number, you'll need to send a text reply to Poll Everywhere to finish registering your phone.
- ➔ Not sure if you've registered correctly? Go to <http://www.polleverywhere.com/profile/memberships>, and log in with your email address and password.

Using PollEverywhere: You can use a browser on any Internet-connected device: laptops, tablets, slates, etc., as well as your phone. Simply go to <http://pollev.com>, and log in. Got questions? <http://help.unc.edu/help/poll-everywhere-faq/>



We'll use Piazza to answer your questions and forge our class into an interactive community. Piazza is a free online gathering place where students can ask, answer, and explore 24/7, under the guidance of their instructors. Students as well as instructors can answer questions, fueling a healthy, collaborative discussion.



Go to sakai.unc.edu to access course materials. Use your ONYEN and password to sign in.

- ➔ **Syllabus** – Yes, that's where you'll find the syllabus. If schedule changes are necessary, you will be notified and the updated day-to-day schedule will be posted here.
- ➔ **The JoMC 101 Schedule** – Each day's topic, readings and homework are posted here. Most will have a "Read me first" document that you should ... well... read first. All assigned readings should be completed *before* the appropriate class sessions for which they are assigned. This will ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. That's what will make this class fun!
- ➔ **Forums** – Post your input on various activities here
- ➔ **Announcements** – Any special announcements will appear when you log in. Be sure to check regularly! Additional readings may be assigned during the semester. These will be announced in the Sakai "announcements" space. Befitting a contemporary communication issues course, most materials will be provided

electronically for you to access from the Internet.

➔ **Library Resources:** You may also access online library resources from the UNC Library System by linking to **Library Services for eLearners**. This site includes information on using general online reference works as well as accessing e-reserves. If you are using an off-campus computer, you will need to consult this page for instructions on how to access the resources. The UNC library staff is available to assist any students who have difficulties accessing online library resources. If you encounter difficulties, please see the UNC Library's page for "**off campus access**."



Course Projects

You will have a week-by-week sequence of assignments or projects, all concerning a topic of your choice. Specific requirements for the research paper/professional project and writing a proposal will be announced later.



Take Home Exam on "Core Concepts in Media and Journalism"

The "JoMC 101 Core Concepts in Media and Journalism take home exam" incorporates rigorous experiential learning (*defined as "learning through reflection on doing"*) to sharpen critical thinking by motivating students to examine core concepts in media and to evaluate the credibility of media sources.

Tom Friedman of the *New York Times* attributes the Internet media for empowering 21st century citizens with "a personal supply chain of knowledge." However, media are often blamed for disseminating inaccurate and biased information. In addition, a significant challenge for media professionals is to navigate under deadline the complex maze of resources for reliable and accurate information.

As a learning activity, the "JoMC 101 Core Concepts exam" achieves two important pedagogical goals.

- ➔ First, it sharpens through intensive experiential learning the JoMC 101 students' critical thinking skills. It motivates students to learn about media concepts and to evaluate the credibility of media sources and
- ➔ Second, the exam facilitates quick, objective grading through a multiple-choice testing format that we have successfully tested and developed. The multiple-choice format will also provide us important insights on

assessment of learning outcomes and ties in well with JoMC 101 assessment activities.

The “JoMC 101 Core Concepts exam” will enable you to demonstrate critical thinking or proficiency at some aspect of analyzing social, legal, political, and other issues as they relate to media and journalism. Some projects may be spread out over one or two weeks and involve a series of revisions or refinements.



Grading

Your final grade (500 points) will be computed as follows:
JoMC 101 grades projects and assignments will add up to 500 points, as detailed below:

- **100 points: Mid-term exam** (seventh week) in-class closed book
- **100 points: Timed take-home exam** on “Core Concepts”
- **200 points: Cumulative closed book final exam** (in finals week):
- **100 points: Course Participation:** 100 points (40 points attendance, 10 points mid-semester and 10 points end-semester evaluation, 40 points course participation tasks such as pop quiz, class activities)

→ **500 total points you may earn in this course.**

↓ We'll divide by 5 the total points you earn out of 500 points to compute your final grade, based on the grading scale outlined below.

Grading Scale For undergraduate students:

Undergraduate grades will be based on the following scores:

A = 95-100 | A- = 90-94 | B+ = 87-89 | B = 84-86 | B- = 80-83 |
C+ = 77-79 | C = 74-76 | C- = 70-73 | D+ = 67-69 | D = 64-66 |
F = 64-below |

Quality Point Value of Undergraduate Grades: According to the **academic grade system** in the **UNC-Chapel Hill Undergraduate Bulletin**, the quality point value for undergraduate letter grades is:

A = 4.0 | A- = 3.7 | B+ = 3.3 | B = 3.0 | B- = 2.7
C+ = 2.3 | C = 2.0 | C- = 1.7 | D+ = 1.3 | D = 1.0 | F = 0

Late work or tardy submissions: See the **JoMC 101 Schedule** on Sakar for project details and deadlines. If you delay your project, your grade on that assignment will drop 20 points, which is the equivalent of one letter grade, (for example, from an H to a P or an A to a B). All projects are due at the deadline on the assigned date. Late projects will be penalized for each day they are late. If it's not ready at deadline time, it's already considered a day late.



Definitions of grades

For graduate students:

Graduate students will be awarded the following grades: H: High pass, P: Pass, L: Low pass, N: Incomplete, F: Fail.

There are no detailed definitions of regular graduate grades H, P, and L comparable to the definitions of undergraduate grades, and no direct correspondence between particular graduate and undergraduate grades.

The Graduate School Handbook offers the interpretive phrases given below:

H: Clear excellence.

P: Entirely satisfactory.

L: Low pass. (A student who accumulates nine or more hours of L may be ineligible for further graduate study and must petition for reinstatement.)

F: Fail. (The recording of a grade of F for a graduate student causes the student to be immediately ineligible for further graduate study, in which case the student must petition for reinstatement.)

IN: (The IN grade will be changed by the Graduate School to F* after one year, thereby making the student ineligible for further graduate study, if not changed by the instructor. A form can be filed to request an extension of time to resolve an IN grade.)

UNC-Chapel Hill Faculty Council definition of undergraduate grades:

These definitions were adopted by the Faculty Council in 1976. The Council reiterated that the purpose of grades is to identify degrees of mastery of subject matter. Moreover, these grades have specific meaning with respect to mastery of the material:

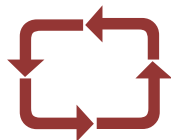
A: Outstanding mastery of course material. Students earning an “A” have performed far above that required for credit in the course and far above that usually seen in the course. The “A” grade should be awarded sparingly and should identify student performance that is relatively unusual in the course. The “A” grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.

B: Superior mastery of course material. Students earning a “B” have exhibited mastery clearly above that required for credit in the course. The “B” grade should represent student performance that is strong and very clearly above performance that is generally held to be satisfactory. The “B” grade states that the student has shown solid promise in the aspect of the discipline under study.

C: Satisfactory mastery of course material. The “C” grade should reflect performance that is satisfactory on all counts and that clearly deserves full credit for the course. The “C” grade states that, while not yet showing an unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D: Mastery of course material that is unsatisfactory or poor along one or more dimensions. Students achieving a “D” have exhibited incomplete mastery of course material but have achieved enough to earn credit for the course. The “D” grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of “D” grades should mean that the student would be well advised not to continue in that academic field.

F: Unsatisfactory mastery of course material. Students earning an “F” have not demonstrated sufficient mastery of course material to earn credit for the course. The “F” grade indicates that the student’s performance in the required exercises has revealed almost no understanding of the course content. A grade of “F” should warrant an advisor’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.



Grade Appeal:

Although grades are not negotiable, we will give every consideration to any concerns you have about an assignment grade, as long as the concern is identified *promptly*. If you have questions about or dispute a particular grade, please bring it to our attention **within a week of receiving that particular grade**. The only grades that we will discuss at the end of the semester are those assignments you complete at the end of the semester.

You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade.

If you are not satisfied, you may submit your appeal in writing along with the assignment or project in question. I will respond to your appeal. If you are not satisfied, you may appeal to your academic dean. The academic dean will consider the merits of the grade appeal. After careful consideration, the dean may reject or accept your grade appeal. The dean may also appoint a grade-appeal committee to consider your complaint and will recommend action to the dean who appointed the committee.

Once reported, permanent course grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above.

The grade appeal must be filed no later than the last day for late registration of the next succeeding regular semester.



Honor Code

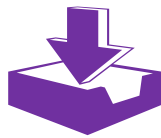
Remember that as a student of UNC-Chapel Hill, you are bound by the University's **Honor Code**: "It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University students or academic personnel acting in an official capacity."

You are expected to conduct yourself within the guidelines of the University honor system (<http://studentconduct.unc.edu/>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class.



Student Conduct – the honor system info for faculty is available at <http://studentconduct.unc.edu/faculty/honor-syllabus>.

An especially serious Honor Code violation is plagiarism. If you are uncertain about what is considered plagiarism, please talk to your course instructor.



The Fine Print



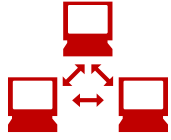
Grade issues...

We are committed toward **grades that are fair and appropriate**. It is important for you to know that the final grade is an average of several grades that are earned over the semester. **Final grades are, therefore, NOT negotiable**. Doing extra work to improve a final grade is NOT an option because that would be unfair to other students in the course. **If you wish to earn a good grade, work hard from the beginning of the semester.**



Access the class web space...

A significant part of the course content will be communicated online. So it is important for you to access the Sakai web space and check email regularly to get class updates. Please inform your instructor if you do not receive emails from the class mailing list.



Course changes...

The instructor reserves the right to change course content, requirements for assignments, grading procedures and other alterations, as appropriate, to the course. While such changes will be discussed and decided in class, under exceptional circumstances, the instructor may incorporate changes without notice.



ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) evaluates professional journalism and mass communications programs in colleges and universities. The ACEJMC requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course covers the following values and competencies:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- apply tools and technologies appropriate for the communications professions in which they work.

This course is designed to build your abilities in each of these areas depending on your research interests and specific area of specialization. In this class, we will also seek to address the values and competencies as outlined above.



We cherish diversity...

Diversity is vital to journalism and communication. This class prohibits policies, procedures, or practices relating to willful discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status. This class seeks to create and maintain a positive atmosphere of nondiscrimination. Acts of discrimination, harassment and insensitivity hurt and degrade all members of the learning community whether victim, perpetrator, or observer. As a community of scholars, this class affirms its commitment to equal opportunity for all.



Check it out!

JOMC News is published Mondays during the fall and spring semesters by the UNC School of Media and Journalism. It features much of what you need to know about special programs, professional student group events, the joys of registration and even the schedule for the ever-popular Grammar and Usage Exam. Access it online at <http://mj.unc.edu/jomcnews>.





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August 20, 2015

Dear Students in JoMC 101 Fall 2015:

Welcome to JoMC 101: The Media Revolution: From Gutenberg to Zuckerberg and Beyond!

Thank you for choosing this class as part of your coursework. *You have paid your hard-earned money for an enriching academic experience.* Thus, our job is to ensure that when you leave this class in December, you truly feel that *you have received your money's worth.* *You are the most important part of this University.* You do not depend on me. I depend on you. *You are not an interruption of my work - you are the purpose of it.* I am not doing you a favor by serving you - you are doing me a favor by giving me the opportunity to work with you.

My job is to make your educational experience as *stimulating and rewarding* as I can and to create an environment conducive to facilitating your learning experience. *However, I cannot perform my job alone.* I need your help. *Your job is to participate in this class with an open mind and with enthusiasm* because I cannot teach you anything unless you are willing to learn.

If at any time during the course of your semester *you feel that that this course is not meeting your expectations, please don't hesitate to come and talk with me.* I look forward to spending the next several weeks with you. I will give 130 percent toward making this *a unique and valuable learning experience for you.*

In conclusion, as we begin our journey together this semester I would like you to consider the following words: *“The only limitations in our lives are those we place on ourselves.”*

Here's wishing you a productive Fall semester!

Cordially,

Deb Aikat

For Team JoMC 101

(see next page for profiles of Team JoMC 101 members)

P. S.: I firmly believe in the value of *an informal and flexible learning environment.* Feel free to make suggestions about *what you would like to get out of this class.* I believe in a team effort and your ideas are as valuable as mine.

I view my responsibility as working with you to help you learn about mass communication issues, *produce high quality work,* achieve *a good grade* for your efforts and a valuable set of research skills.. If you need help, I am here to provide it. *Do not wait until it is too late.* If you have a problem, please communicate with me and we will work together to find a solution.

❧ Team JoMC 101 ❧

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Dean Susan King

*Dean and John Thomas Kerr Distinguished
Professor*

UNC-Chapel Hill School of Media
and Journalism

Carroll 117

(919) 962-1204

susanking@unc.edu

❧ **Dean Susan King**

Susan King, former vice president for external affairs for Carnegie Corporation of New York, became dean of the UNC School of Media and Journalism on Jan. 1, 2012. She is also the school's John Thomas Kerr Distinguished Professor.

King's career has spanned the two major disciplines in the school – journalism and strategic communication.

After starting her broadcast journalism career in Buffalo, N.Y., she spent more than 20 years in Washington, D.C., as an anchor and reporter covering politics, including serving as a White House correspondent for ABC News. She has also reported for CBS, NBC and CNN. She has hosted the “Diane Rehm Show” and “Talk of the Nation” for National Public Radio.

King then worked nearly five years in the U.S. Department of Labor as the assistant secretary for public affairs and as the executive director of the Family and Medical Leave Commission.

She joined Carnegie in 1999, where she launched and led the Carnegie-Knight Initiative on the Future of Journalism Education in collaboration with the John S. and James L. Knight Foundation and 12 premier U.S. journalism schools including UNC.

She serves on numerous boards including BBC Media Action, N.C. Public Radio and her alma mater, Fairfield University. King earned her Master's from Fairfield University, Conn. and graduated with a B.A. from Marymount College, Arlington, Va.

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❧ Team JoMC 101 ❧

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❧ Park Fellow Darlene Kipphut

Darlene is a Roy H. Park Fellow and second-year master's student in the Strategic Communication track at UNC Chapel Hill. She grew up in Kentucky and graduated with her undergraduate degree in political science and English from the University of Kentucky. After graduation, she worked for three years as a project coordinator at a market research firm in Lexington, Kentucky. This past summer, Darlene worked as a Brand Marketing Intern at Capital One in Richmond, Virginia. She will pursue a career in brand strategy after graduation in May 2016.

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Ms. Darlene E. Kipphut

Roy H. Park Fellow and M.A. student
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and Journalism
darlene@live.unc.edu

❧ Team JoMC 101 ❧

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❧ Park Fellow Jessica Pikowski

Originally from Connecticut, Jessica Pikowski earned a B. A. in Strategic Communication from High Point University in May 2015. She is now a Park Fellow and first-year master's student in the Interdisciplinary Health Communication track at UNC Chapel Hill. As a master's student, Jessica intends to research the promotion of cancer prevention behaviors, specifically with anti-tobacco campaigns. After completing her master's program, she hopes to pursue a career in the communications department of a health-related organization or non-profit.

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Ms. Jessica Pikowski

Roy H. Park Fellow and M.A. student

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jpikowski@unc.edu

❧ Team JoMC 101 ❧

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Dr. Deb Aikat

Associate Professor
UNC-Chapel Hill School of Media
and Journalism
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da@unc.edu

❧ **Dr. Debashis “Deb” Aikat**

A former journalist, Debashis “Deb” Aikat (*pronounced EYE-cut*) has been a faculty member since 1995 in the School of Media and Journalism.

An award-winning researcher and teacher, Dr. Aikat theorizes the role of social media, international communication, news media and the future of communication in the digital age.

Dr. Aikat’s research interests range across the media. His research has been published in book chapters and refereed journals such as *First Amendment Studies*, *Health Communication*, *International Journal of Interactive Communication Systems and Technologies*, *Global Media and Communication*, *Electronic Journal of Communication*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery (ACM), and Microsoft Corporation. His research has been funded by the government (e.g. *the US Department of State*, *US Department of Education’s Title VI grants*), corporate foundations (e.g. *the Freedom Forum*, *the Scripps Howard Foundation*) and the industry (e.g. *IBM*, *Knight Ridder*).

The Scripps Howard Foundation recognized Dr. Aikat as the inaugural winner of the “National Journalism Teacher of the Year award” (2003) for his “distinguished service to journalism education.” The International Radio and Television Society named him the Coltrin Communications Professor of the Year (1997).

He graduated with academic distinction at the top of his class in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for the Ananda Bazar Patrika’s *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.

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Finding Time For Everything

With only 24 hours in each day, how are professionals able to fit all they want to do into busy, hectic schedules? From Rogers' Rules for Success, here are Henry C. Rogers' "Hints for Making Time":

1. **Study your time habits.** For a day or two, write down what you are doing at fifteen-minute intervals. Do you lose time in long phone calls? Does it take forever to get dressed? Determine where you have been frittering time away.
2. **Add real time to your day.** Get up earlier. Take a shorter lunch. Is there a faster route to the office? Can you work on the train or in the carpool? Would it help to hold your phone calls for an hour in the morning?
3. **Make your "to-do" list into a schedule.** Put the "must-do" items at the top.
4. **Establish deadlines for yourself.** Estimate how much time a particular task will require and try to stick to it.
5. **Determine what you want to do that you haven't had time to do.** Take active steps toward it. Reserve theater tickets; make a plane reservation; sign up for tennis lessons. Give yourself enough advance notice to make room in your schedule.



Name: _____ Phone: H: _____ W: _____

Your Academic Adviser: (name) _____ Class Status: Fr, So, Jr, Sr, MA, PhD, Other. _____

E-mail: _____ Your Cyberspace (if any): http:// _____

Your answers to the following questions and your opinions about this course are important. By taking a few minutes to complete this survey, you can help us do a better job in making the course more exciting for you. We appreciate your cooperation. **There are no correct or wrong answers to these questions.** We just wish to seek your opinion and insights. You may use the back of this sheet to write more. **Please print. My eyes will thank you for it!**

1.) For each category below, rate (using the scale of 1 to 5) your level of experience or knowledge:

1: No experience; 2: Very limited experience ; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using the online tools for writing and research	1	2	3	4	5
2. Knowledge about international news and media	1	2	3	4	5
3. Knowledge about international PR and advertising	1	2	3	4	5
4. Knowledge about media systems in other countries	1	2	3	4	5
5. Proficiency as an international computer hacker	1	2	3	4	5

2.) On a daily basis, how do you get the news (*from newspaper, television, radio, website, blog, social media, mobile phone, other [please specify] etc.*). Why?

3.) Your favorite social media source (*such as Facebook, Twitter, Reddit*) or other [*please specify*] for getting the news? Why?

4.) What is news in the digital age? Anything posted? Photos on Instagram? Has the definition of news broadened? Why?

5.) Are we all journalists now? Everyone considers themselves a journalist in the digital age, but just because they write, are they? Why?

6.) Tell us something about yourself:

7.) If you were to describe yourself in one word, what would it be? _____

8.) For each category below, rate your level of experience using the following research resources:

1: No experience; 2: Very limited experience; 3: Moderate experience; 4: Good experience; 5: Expert

1. Using electronic databases (<i>such as LexisNexis, Factiva</i>)	1	2	3	4	5
2. Researching with e-journals	1	2	3	4	5
3. Using a bibliography software (<i>such as RefWorks, Zotero</i>)	1	2	3	4	5
4. Searching e-databases with a bibliography software	1	2	3	4	5
5. Using UNC libraries	1	2	3	4	5

9.) Rate from 1 to 18 (in order of your interest) the following media and journalism areas.
(Put "1" for the most important and "18" for the least important)

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Public relations/Advertising | <input type="checkbox"/> news and politics | <input type="checkbox"/> law | <input type="checkbox"/> health |
| <input type="checkbox"/> race and gender | <input type="checkbox"/> education | <input type="checkbox"/> media systems | <input type="checkbox"/> electronic communities |
| <input type="checkbox"/> gaming and entertainment | <input type="checkbox"/> pornography | <input type="checkbox"/> government | <input type="checkbox"/> media economics and business |
| <input type="checkbox"/> digital divide | <input type="checkbox"/> interent impact | <input type="checkbox"/> crime | <input type="checkbox"/> information overload |
| <input type="checkbox"/> other _____ | <input type="checkbox"/> other _____ | <input type="checkbox"/> other _____ | <input type="checkbox"/> other _____ |

10.) What would you like to get out of this class, besides a good grade and three credits?

11.) List some media and journalism issues that you would like this course to cover:

- 1)
- 2)
- 3)
- 4)
- 5)

12.) How did you first come to know about this course? Please be specific.

Name(s) of person(s), if any, who recommended the course _____

Name(s) of former students,if any, who told you about this course _____

13.) What are some of your concerns/aspirations about this course? We'll try our best to address them. Feel free to discuss them with us.

Your concerns:

Your aspirations:

14.) Which of the following statements reflect your preference for a homework project:

- 1) I wish to work on a take-home multiple-choice test
- 2) I wish to work on an academic research paper
- 3) Other (please specify) _____

Thank You! We appreciate your comments.
Please submit this form before you leave.


- ❖ Course Schedule: Week-by-Week (*go to Sakai to access this*)
- ❖ Follow the updated online schedule in the Sakai web space for this course.
- ❖ The attached version of the course schedule (*see next page*) may change as the semester evolves **to create the best learning environment for you.**

Tentative Schedule for JOMC 101 – Fall 2015

** As with everything in life, this course schedule (*as outlined here*) is subject to change as the semester evolves **to create the best learning environment for you**. Follow the updated online schedule in the Sakai web space for this course **

Week # 1	❖ Today's topic	♦ Read before class / ★ Things to do
	MODULE 1 – Communicating in a democracy	
8/19 Wed.	Media are changing... is it through a revolution or evolution?	Read the syllabus that was emailed to your last week.
Week # 2		
8/24 Mon.	Context and challenges of effective communication (lecture by Prof. Deb Aikat)	Patterson – Introduction & Chapter 6 http://www.karlybrooks.com/thoughts/dear-student
8/26 Wed.	<i>Journalism 2.0</i> presented by Dean Susan King.	<i>Pew Research Center's State of the News Media 2015 - Overview</i> http://www.journalism.org/2015/04/29/state-of-the-news-media-2015/
8/28 Fri.	Attend at 7:15 p.m., Aug. 27: Media and Journalism re-naming event	
Week # 3		
8/31 Mon.	Jed Simmons (<i>former YouTube executive and co-founder of Next New Networks</i>) at UNC, Chapel Hill	
9/2 Wed.	<i>Understanding news judgment</i> – Presented by Prof. Andy Bechtel http://mj.unc.edu/directory/faculty/andy-bechtel	▪ Patterson, Chapter. 1
Week # 4		
9/7 Mon.	No class – Labor Day!	
9/9 Wed.	NBC's Bob Dotson, noted TV storyteller	
Week		

# 5		
9/14 Mon.	<i>Unspun: Finding facts in a world of disinformation</i> (lecture by Prof. Deb Aikat and Dean Susan King)	Reading: ▪ Chapter. 2-4 in <i>UnSpun</i> (Sakai – Resources folder) Assignment: See Sakai Resource Folder r
9/16 Wed.	<i>Effective research and online search</i> – Presented by Ms. Stephanie Willen Brown, Park Library Director http://mj.unc.edu/directory/staff/stephanie-willen-brown	Reading: Reading: ▪ <i>Evaluating information: Applying the CRAAP Test</i> (Sakai – Resources folder)
Week # 6		
9/21 Mon.	<i>Las Abuelas de Plaza de Mayo and the Search for Identity</i> – Presented by Prof. Charlie Tuggle http://mj.unc.edu/directory/faculty/ca-tuggle	▪ <i>UNC's Charlie Tuggle joined Jimmy Carter on human rights panel</i> http://Chapelboro.com/news/unc/uncs-Chapterarlie-tuggle-join-jimmy-carter-human-rights-panel/ Other TBD – See Sakai Resources Folder
9/23 Wed.	<i>The Irina Project</i> – Presented by Prof. Anne Johnston http://mj.unc.edu/directory/faculty/anne-m-johnston	▪ <i>Covering sex trafficking: Journalists can do better</i> http://www.cjr.org/behind_the_news/covering_sex_trafficking_journal.php (also in Sakai) ▪ <i>Framing an emerging issue: How US print and broadcast news media covered sex trafficking, 2008-2012.</i> (Sakai- Resources folder)
Week # 7	Today's Lead	Assignments
9/28 Mon.	<i>Understanding of polling in the media</i> – presented by Prof. Rhonda Gibson http://mj.unc.edu/directory/faculty/rhonda-gibson	Readings: ▪ <i>20 Questions A Journalist Should Ask About Poll Results</i> (Sakai – Resources folder) ▪ <i>The good, the bad, and the ugly of public opinion polls:</i> http://cstl-cla.semo.edu/rdrenka/Renka_papers/polls.htm ▪ Comm theory/uses and gratifications http://en.wikibooks.org/wiki/Communication_Theory/Uses_and_Gratifications
9/30 Mon.	<i>Disruption and entrepreneurship: Lessons in journalism innovation</i> – presented by John Clark, Reese News Lab executive director http://mj.unc.edu/directory/faculty/john-clark	▪ <i>Revisiting disruption</i> http://www.americanpressinstitute.org/publications/good-questions/revisiting-disruption-8-good-questions-clayton-Chapterristensen/ ▪ <i>Marc Andreessen Thinks the News Business Is About to Grow 1,000 Percent</i> http://www.wired.com/2014/02/big-boom-news-Chapterange-read/
Week # 8		
10/5 Mon.	<i>The Source Problem</i> WSJ's Barry Newman	Patterson – Chapter. 2 See Sakai Resource Folder for additional info

10/7 Wed.	Marketing in the Moment: The Power of Real-Time Advertising – presented by Prof. Joe Bob Hester http://mj.unc.edu/directory/faculty/joe-bob-hester	Viewing (rather than reading ☺) ▪ <i>How brands can prepare for the moment and adapt in real time</i> http://www.youtube.com/watch?v=zAXqgoGphp8
	MODULE 2: Media as Change makers	
Week # 9		
10/12 Mon.	<i>Back to the future: What can media history tell us about our past, present, and future?</i> by Prof. Barbara Friedman http://www.jomc.unc.edu/faculty-staff-journalism-faculty/friedman-barbara	▪ Patterson – Chapter. 3 and 4
10/14 Wed.	No class. Fall break – yay! Fall Break begins at 5 pm today	
Week # 10		
10/19 Mon.	Bummer! Back to class... Test review	
10/21 Wed.	Test # 1 – ewwww ☹ Bring a bubble sheet	
	❖ Today's topic	◆ Read before class / ★ Things to do
Week # 11		
10/26 Mon.	Future of Media Reality: Apps, Gaming, Virtual and Augmented Reality Presented by Steven King (the other one...) http://mj.unc.edu/directory/faculty/steven-king	TBD – see Sakai Resource Folder
10/28	<i>The Evolution of Public Relations</i> –	▪ Patterson – Chapter. 5

10/28 Wed.	<i>The Evolution of Public Relations</i> – Presented by Prof. Lois Boynton http://mj.unc.edu/directory/faculty/lois-boynton	<ul style="list-style-type: none"> ▪ Patterson – Chapter. 5 ▪ <i>What is public relations?</i> (Sakai)
Week # 12		
11/2 Mon.	<i>Informational graphics and the news</i> – Presented by Prof. Terence Oliver http://mj.unc.edu/directory/faculty/terence-oliver	TBD – See Sakai Resource folder
11/4 Wed.	<i>Political communication in the social media age</i> - presented by Prof. Daniel Kreiss http://mj.unc.edu/directory/faculty/daniel-kreiss	<ul style="list-style-type: none"> ▪ Did Twitter kill the boys on the bus? http://www.techapternologyreview.com/featuredstory/509026/how-obamas-team-used-big-data-to-rally-voters/ ▪ A more perfect union - http://www.techapternologyreview.com/featuredstory/509026/how-obamas-team-used-big-data-to-rally-voters/
Week # 13		
11/9 Mon.	<i>Branded laughter: How humor works to influence consumerism</i> – presented by Prof. Dana McMahan http://mj.unc.edu/directory/faculty/dana-mcmahan	<ul style="list-style-type: none"> ▪ <i>Does humor make ads more effective?</i> (Sakai)
	MODULE 3: The Business Side of Media	
11/11 Wed.	<i>The marketing of the Olympic Games</i> – presented by Prof. John Sweeney http://mj.unc.edu/directory/faculty/john-sweeney	

Date	Today's Lead	Assignments
Week # 14		
11/16 Mon.	<i>The Branding of Me: How to Build and Protect Your Personal Brand While at UNC</i> – presented by Prof. Gary Kayye http://www.ravepubs.com/blogsquad/gary-kayye/	Readings:
11/18 Wed.	<i>Saving Community Journalism: The Path to Profitability and the Business of Local News in the Digital Age</i> -- Presented by Prof. Penny Muse Abernathy http://mj.unc.edu/directory/faculty/pe	

	nny-abernathy	
Week # 15		
11/23 Mon.	<i>Media panel hosted by Dean Susan King</i>	
1/25 Wed.	No class. Happy Thanksgiving break!	
Week # 16		
11/30 Mon.	<i>News flash: The media don't own the news! Are there newer ways to 'do' news? PR and crisis communication – what to do when the s*** hits the fan</i>	Readings: ▪ <i>What are the four theories of the press?</i> http://www.preservearticles.com/what-are-the-the-four-theories-of-the-press.html ▪ <i>Hutchins Commission</i> (Sakai)
12/2 Wed.	Last Day of Class! – Review for final exam on Dec. 8 and other important issues	

12/3, Thu.	Reading Day#1	
12/7, Mon., 4-7 pm	Final exam in 111 Carroll Hall!	
12/9, Wed.	Reading Day#2	