



# Fall 2016 Syllabus for MeJo 101: **The Media Revolution: From Gutenberg to Zuckerberg and Beyond**



## Welcome to MeJo 101

**MeJo 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 2016 Course Schedule

The MeJo 101 class will meet in Fall 2016 from 5:15 p.m. to 6:30 p.m. on Monday and Wednesday in the Carroll Hall 111 auditorium in the School of Media and Journalism.



## Course Overview

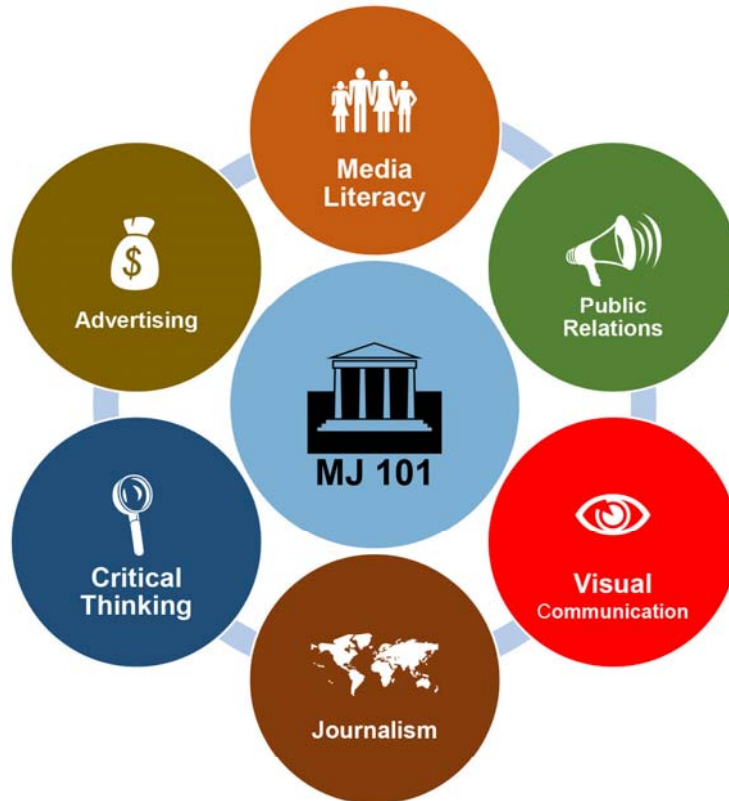
The course, MeJo 101, will cover *Media Literacy, Journalism, Public Relations, Advertising, Visual Communication, and Critical Thinking* (see next page for infographic). Each class session will cover theories, themes and tools that are relevant to media. We'll also explicate media concepts.

With 300 students, MeJo 101 is our School's major introductory course in media and journalism. This course will strengthen our knowledge of media and media industries, their content, and their effects on media consumers like you.

We've meticulously organized the course, MeJo 101, around a conceptual core, as outlined below:

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### The Conceptual Core of MEJO 101: **The Media Revolution: From Gutenberg to Zuckerberg and Beyond**



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- ◎ **Media Literacy:** Critically evaluate media content, consumption, disruption and best practices in the media professions. **Enunciate** the media's pursuit of accuracy, fairness, clarity, and objectivity in serving audiences and the information needs of communities. **Explore** ethical and legal conflicts in the pursuit of truth, accuracy, fairness and diversity. **Understand** media bias.
  - ◎ **Public Relations:** Focus on insights, analysis, and practical skills essential to developing and implementing communications strategies that advance an organization's goals and mission.
  - ◎ **Visual Communication:** Explicate and apply media theories in the use and presentation of images, data and information. **Comprehend** appropriate tools and technologies to integrate the verbal and the visual. **Learn** visual communication concepts relating to storytelling.
  - ◎ **Journalism:** Analyze the history, evolution and role of journalism and institutions in shaping communications around the world. **Appreciate** the diversity of peoples and cultures and **track** the significance and impact of media in a global society.
  - ◎ **Critical Thinking:** Think critically, creatively and independently on the role of media in fostering freedom of expression including the right to dissent, to monitor and criticize power, and to redress grievances. **Conduct** research and evaluate information by appropriate methods. **Discuss** the role of media research.
  - ◎ **Advertising:** Learn advertising campaign principles and theories of marketing and branding. **Evaluate** best strategies to gain public attention for products and services.
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## Course Instructors

★ **Debashis ‘Deb’ Aikat, Ph. D.**, (see page 22 for Dr. Aikat’s bio)

*Associate Professor*

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University of North Carolina at Chapel Hill,  
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★ **Dean Susan King** (see page 19 for Dean King’s bio)

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## Teaching Assistants

★ **Katria Farmer** (see page 20 for Katria Farmer’s bio)

*Roy H. Park Fellow and M.A. student*

UNC School of Media and Journalism

[katria@live.unc.edu](mailto:katria@live.unc.edu)

★ **Adam Lau** (see page 21 for Adam Lau’s bio)

*Roy H. Park Fellow and M.A. student*

UNC School of Media and Journalism

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## Fall 2016 Office Hours for Deb Aikat

We love to interact with you. For your convenience, we’ve listed an array of office hours, as listed below

- ➔ 5:15 to 5:45 p.m., Thursday in 143 Carroll Hall.
- ➔ 6:30 to 7:30 p.m., Wednesday in 143 Carroll Hall.
- ➔ Walk-ins welcome. You should feel free to stop by 374 Carroll Hall (Deb’s office), anytime from 8 a.m. through 5 p.m. on any workday.
- ➔ You may also email me ([da@unc.edu](mailto:da@unc.edu)) to schedule a time that’s more convenient to you.



## Syllabus Contents

This course syllabus covers important details in five sections, as outlined below:

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## Course Content

Welcome to the School of Media and Journalism – one of the premier programs in the nation. MEJO-101 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 gain a deeper understanding of the various media platforms – print, broadcast, digital, mobile and beyond.

The primary goal for MEJO-101 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 MEJO-101 will enable you to better understand three aspects:

- ▶ One, the changing media landscape and its impact on our society,
- ▶ Two, how to judge and critique the media we consume, and,
- ▶ Three, proven strategies to think, communicate, collaborate, and create content that contributes to the power of media messages.



## What You Will Learn

This course has been conceptually organized into six core areas: *Media Literacy, Journalism, Public Relations, Advertising, Visual Communication, and Critical Thinking*. Each class session will cover theories, themes and tools that are relevant to media. We'll also explicate media concepts. This course may not teach you everything about media, but it should help you improve your conceptual grasp of media and their importance. The course goals are to:

- ❖ Engage with the best professors in the School of Media and Journalism. Class lectures by these professors will enable you to determine if you would like to study News/Storytelling and or PR/Advertising.
- ❖ 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 this course. So it is important that you share your ideas, interact, and participate regularly in class discussions. Students in previous classes have told us that this can be an exciting experience.

We expect your participation to be insightful, comprehensive, and regular. We will evaluate both the quality and quantity of your participation. In addition, we may use Sakai course statistics (such as user access) to assess the frequency of a student's class participation over time.

There is no make-up policy for missed work (see MeJo 101 attendance policy). If you 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 day(s) you missed and incorporate them into your work for the class.



## Classroom Manners

More than 300 students in one room will create some interesting dynamics! Here are some basics to help ensure everyone is able to fully participate in our class:

**Mute your mobile device(s)** – Please keep your ring tones to yourself.

**Limit computer/electronic device use** to what's needed for class. Gaming, Facebooking, tweeting and shopping can be done before 5:15 p.m. and after 6:30 p.m. on Mondays and Wednesdays, when our class meets.

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

**Agreeing to disagree** – With a class of 300 students, we will no doubt have differing views – and we hope you will share them! The goal is to be respectful in sharing dissenting opinions.

**Arrive on time** – Nothing aggravates your class colleagues more than tardy arrivals to class! If you have a class on the other side of campus and know that you will cut it close, please let us know ASAP.

**Getting up/leaving the room** – The class meets for 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 class and your fellow students – for you to leave and re-enter during the class period.



We expect you to attend all class sessions. Period. Remember, “Eighty percent of success is showing up. Sometimes it’s easier to hide home in bed. I’ve done both,” as Woody Allen, American film director, writer, musician, actor and comedian, famously said in 1977.

Besides attending class, you also are responsible for following the Sakai course web space and email updates. There is no substitute for attending class, participating, listening and taking notes. **We will monitor attendance.** If you are absent from class, it is **your responsibility to catch up on what you missed by reviewing that material covered in class.**

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 every day 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. We expect you to attend the entire class session (75 minutes). A partial absence will be recorded if you are late by more than 10 minutes or you leave class before it officially ends. *We expect you to inform the course professor about countervailing commitments, if any, for occasional exceptions.* However,
- ➔ 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 **two unexplained absences** (full or partial), you will NOT be able to pass the class and a course grade of F (Fail) will be assigned to you. In addition, 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 record your presence by signing on the attendance sheet**, every day you attend class. **Absences will be marked for missing signatures** and there is no make-up policy.
- ➔ 5. Remember, “Eighty percent of success is showing up.” Thank you for actively participating in MEJO-101. We deeply appreciate it. Please write an absence paper for all absences. Period. The absence paper requirement is designed to motivate you to catch up what you missed. We’ll not count **two absences** at the end of the semester when we compute the attendance grade. However, you **MUST** submit an absence paper within the deadline to benefit from this. No exceptions. No excuses.



## The Absence Paper

Post your “Absence Paper” to **MJ-101\_Drop\_Box on Sakai** within a week of your absence. No excuses. No exceptions. 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 e-sign and date your paper

The “Absence Paper” must include these requirements:

- ➔ a) 200 to 250 -word synopsis of what was covered in the class you missed (meet up with another student who attended for this information)
- ➔ b) 200 to 250 -word summary of assigned reading (see the online schedule for details)
- ➔ c) Mention **MJ101\_absence with your last name and date** (such as “MJ101\_absence\_smith\_Aug31\_2016”) as the file name of your **Drop\_Box** file and post.
- ➔ d) Your “Absence Paper” will NOT count if you fail to follow to fulfill the above requirements. Eight (8) attendance points being deducted for each absence. A student with two unexplained absences will fail the class. Students may lose a maximum of 40 grade points.

The “Absence Paper” is required for all absences (full or partial), “explained” 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**, your professors 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 MeJo 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.





## Course Readings

### Course Modules:

This course is conceptually organized into six core areas: *Media Literacy*, *Journalism*, *Public Relations*, *Advertising*, *Visual Communication*, and *Critical Thinking*. Each class period will focus on a particular topic – known as **Today's Lead**. Please consult the Class Schedule on Sakai for an updated list of topics and readings we will cover. Information about each day's topic is listed on our course website on Sakai.

### Class readings:

The week-by-week class schedule will specify readings and assignments for each class period. We'll provide you free access to class readings assigned during the semester. Check the week-by-week class schedule on the Sakai web space for such readings. You should review assigned readings *before* the appropriate class sessions.

### Keeping up with the Media: Exercises and Activities:

Based on innovative approaches to 21<sup>st</sup> century teaching and learning in the digital age, this class, although large, will involve significant interaction, discussion and sharing of ideas.

We'll engage in erudite discussions on media developments in each class session. To that end, we expect you to keep up with the news and consider these questions: What's going on in our world? Who is telling us what? Who is hiding information from us and do we have a right to know? How do media inform and impact our lives on a day-to-day basis? It's important to keep a pulse on what's happening and understand the strategies and tactics that the news media use to tell their stories and influence your views. Regularly read, watch or engage in the news. You can count on a few class assignments to that effect.

**In-class activities:** On occasion, you may be asked to write something short in class, such as an analyses of media messages, or share your insights. We'll also have current events tests that would count toward class participation and final grade in this class. They could be computerized grading multiple choices. **You must be present in class** and contribute something worthwhile to get credit for such exercise(s).

**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 closed-book 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 must bring a Scantron multiple-choice answer sheet for test days.** They are available at UNC Student Stores.



Go to [sakai.unc.edu](http://sakai.unc.edu) to access course materials. Use your UNC 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 MeJo 101 Schedule** – Each day’s topic, readings and homework are posted here. 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!
- ➔ **MJ-101\_Drop\_Box** – You’ll be asked to post in the MJ-101\_Drop\_Box your class projects, absence papers and other assignments.
- ➔ **Discussion Boards** – Post to the Discussion Boards your input on various activities. Look for the Discussion Boards by your last name.
- ➔ **Announcements** – Any special announcements will appear when you log in. Be sure to check regularly!
- ➔ **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

We will have a week-by-week sequence of assignments or projects, all concerning a media topic, tool or theory. We have already posted on Sakai specific requirements for the research project and for completing homework projects.



### Take Home Exam on “Core Concepts in Media and Journalism”

The “MeJo 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 21<sup>st</sup> 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 “MeJo 101 Core Concepts exam” achieves two important pedagogical goals.

- ➔ First, it sharpens through intensive experiential learning the MeJo 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 MeJo 101 assessment activities.

The “MeJo 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:

MeJo 101 grades projects and assignments 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 class activities)

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→ **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 **MeJo 101 Schedule** on Sakai 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

### **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.

**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.)



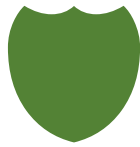
## Grade Appeal:

Although grades are not negotiable, we carefully consider any concerns you have about an assignment grade, as long as the concern is *promptly* identified. 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.

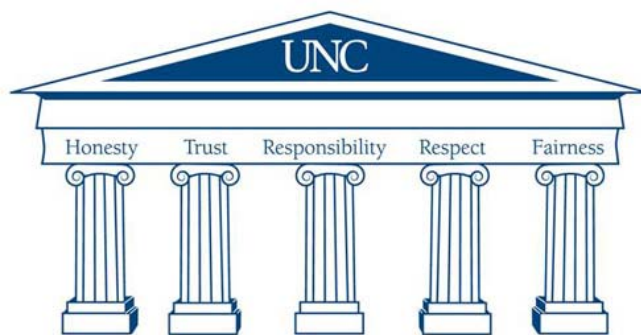
Once reported, permanent course grades may not be changed except for clerical or arithmetical error or by a successful grade appeal, as outlined above. A formal grade appeal, if any, must be filed no later than **January 18, 2017**, which is the last day for late registration of the next semester.



## Honor Code

Remember, as proud members of the UNC-Chapel Hill community, we 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 information 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 us.



## Students with Special Needs

We are committed to making our course resources, procedures, exams, and facilities accessible to students with disabilities and medical conditions.

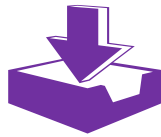
UNC-Chapel Hill policy stipulates that, "Students who seek reasonable accommodation for disabilities are required to identify themselves to the Accessibility Resources & Service (ARS) whose staff will inform and work with the students about the process to become eligible to receive assistance."

Through ARS, our university seeks to meet the individual needs of students with disabilities and medical conditions by coordinating and implementing appropriate accommodations. We recommend that you register with ARS if you would like us to provide accommodations, resources and services to this effect.



## 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.



## 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.



## Check it out!

We, in the UNC School of Media and Journalism, email a Student Newsletter on Monday during the fall and spring semesters. 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 Test. Email [mjschool@unc.edu](mailto:mjschool@unc.edu) to sign up for the newsletter.





## ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Media and journalism (ACEJMC) evaluates professional media and journalism 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.





UNC  
SCHOOL OF MEDIA  
AND JOURNALISM

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

DEBASHIS “DEB” AIKAT, Ph.D.

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August 20, 2016

Dear Students in MeJo 101 Fall 2016:

Welcome to MeJo 101: The Media Revolution: From Gutenberg to Zuckerberg and Beyond: Power Tools for the Mind!

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 MeJo 101

(see next page for profiles of Team MeJo 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 MeJo 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](mailto:susanking@unc.edu)

### ❧ **Dean Susan King**

**Dean 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.

Dean 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.

Dean 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, Virginia.

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## ❧ Team MeJo 101 ❧

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### ❧ Katria Farmer

Katria Farmer is a Roy H. Park Fellow and first-year master's student in our School. Katria is a graduate of Campbell University. She loves to do almost anything creative. She writes, paints, plays the cello and video edits. Her favorite place to be is with family. She has two younger brothers, and she makes sure to beat both them in everything from sports to video games. During her time in undergrad, she presented research at the Wiggins Memorial Library Academic Symposium, the Undergraduate Research and Creativity Symposium, and the Theodore Clevenger Undergraduate Honors Conference. She taught at a church as a youth advisor for six years.

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### **Katria Farmer**

*Roy H. Park Fellow and M.A. student*

UNC-Chapel Hill School of Media and  
Journalism

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## ❧ Team MeJo 101 ❧

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### **Adam Lau**

*Roy H. Park Fellow and M.A. student  
UNC-Chapel Hill School of Media  
and Journalism*

**Email:** [adamlau@live.unc.edu](mailto:adamlau@live.unc.edu)

### ❧ Adam Lau

**Adam Lau** is a first-year master's student and Roy H. Park Fellow at the UNC School of Journalism and Mass Communication. His chief interests lie between visual storytelling, science, and the sea.

Lau previously worked as a photojournalist at the *Knoxville News Sentinel*, *Baton Rouge Advocate*, *San Francisco Chronicle*, and The Associated Press. He also covered a season of Discovery's reality TV series, "Whale Wars".

His work has been recognized by Photo District News, NPPA Best of Photojournalism, College Photographer of the Year, Pictures of the Year International, and the Eddie Adams Workshop, among others.

Once a marine biologist, Lau scrubbed tanks at Long Beach's Aquarium of the Pacific before jumping ship for photojournalism. UCLA probably regrets granting him a B.S. in Marine Biology and Psychobiology.

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## ❧ Team MeJo 101 ❧

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### **Dr. Deb Aikat**

Associate Professor, UNC-Chapel Hill  
School of Media and Journalism  
374 Carroll Hall | (919) 962-4090  
[da@unc.edu](mailto: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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## Fall 2016 Course Schedule for MeJo 101: **The Media Revolution: From Gutenberg to Zuckerberg and Beyond**




- ❖ Go to the **MeJo 101** Sakai coursespace to access the updated week-by-week course schedule.
- ❖ Follow the updated online schedule for important dates and deadlines.
- ❖ The attached version of the course schedule (*see next page*) may change as the semester evolves **to create the best learning environment for you.**



## Course Schedule for MeJo 101 – Fall 2016


This course schedule (*as outlined here*) may 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 #	❖ Today's topic	◆ Read before class / ★ Things to do
<p>◆ <b>MeJo 101 Conceptual Core #1</b> – ◎ <b>Media Literacy:</b>  <b>Critically evaluate</b> media content, consumption, disruption and best practices in the media professions. <b>Enunciate</b> the media's pursuit of accuracy, fairness, clarity, and objectivity in serving audiences and the information needs of communities. <b>Explore</b> ethical and legal conflicts in the pursuit of truth, accuracy, fairness and diversity.  <b>Understand</b> media bias.</p>		
8/24 Wed. Session # 01	▶ Media are changing... is it through a revolution or evolution?	Read the syllabus that was emailed to you Complete the <a href="#">MeJo 101 Student Survey</a> by 11:50 p.m. Aug. 31 (Wed.)
<b>Week # 2</b>		
8/29 Mon. Session # 02	▶ <i>Understanding news judgment</i> by <a href="#">Prof. Andy Bechtel</a>	📖 Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i>
8/31 Wed. Session # 03	▶ <i>Journalism 2.0</i> presented by <a href="#">Dean Susan King</a> .	<i>Pew Research Center's State of the News Media 2016 - Overview</i> <a href="http://www.journalism.org/2016/04/29/state-of-the-news-media-2016/">http://www.journalism.org/2016/04/29/state-of-the-news-media-2016/</a> Complete the MeJo 101: Assessment Survey by 11:50 p.m. September 11 (Sun.)
<b>Week # 3</b>		
9/5 Mon.	No class – Labor Day!	
9/7 Wed Session # 04	▶ Lessons learned: <b>Media Literacy</b> module ▶ <i>Broadcast News Storytelling</i> by <a href="#">Dr. Charlie Tuggle</a>	📖 Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i>





Week #	❖ Today's topic	♦ Read before class / ★ Things to do
<p>◆ <b>MeJo 101 Conceptual Core #2 – 🎯 Journalism:</b>  <b>Analyze</b> the history, evolution and role of journalism and institutions in shaping communications around the world. <b>Appreciate</b> the diversity of peoples and cultures and <b>track</b> the significance and impact of media in a global society.</p>		
		
<p><b>Week # 4</b></p>		<p><i>Pulitzer 100th anniversary event</i>  <b>Complete the MeJo 101: Assessment Survey by 11:50 p.m. September 11 (Sun.)</b></p>
<p><b>9/12 Mon.</b> Session # 05</p>	<p>▶ <i>Unspun: Finding facts in a world of disinformation</i> by <a href="#">Prof. Ryan Thornburg</a></p>	<p>📖 Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i></p>
<p><b>9/14 Wed.</b> Session # 06</p>	<p>▶ <i>The Power of Video</i> by <a href="#">Prof. Jed Simmons</a>, Entrepreneur in Residence, UNC-Chapel Hill</p>	
<p><b>Week # 5</b></p>		
<p><b>9/19 Mon.</b> Session # 07</p>	<p>▶ <i>Future of Media Reality: Apps, Gaming, Virtual and Augmented Reality</i> by <a href="#">Prof. Steven King</a> (the other one...)</p>	<p>📖 Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i></p>
<p><b>9/21 Wed.</b> Session # 08</p>	<p>▶ Lessons learned: <b>Journalism</b> module                  ▶ <i>The Past Is Prologue: The History of Media Revolutions</i> by <a href="#">Dr. Deb Aikat</a>                  ▶ <i>Media Truthiness: Fake News, Political Satire and News Branding</i> by <a href="#">Dr. Deb Aikat</a></p>	<p>📖 Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i></p>

Week #	❖ Today's topic	♦ Read before class / ★ Things to do
<p>❖ <b>MeJo 101 Conceptual Core #3</b> – Ⓞ <b>Public Relations:</b>  <b>Focus</b> on insights, analysis, and practical skills essential to developing and implementing communications strategies that advance an organization's goals and mission.</p>		
		
<b>Week # 6</b>		<i>UNC First Amendment Day, Sept. 27, 2016 (Tuesday)</i>
9/26 Mon. Session # 09	▶ <i>The Evolution of Public Relations</i> by <a href="#">Dr. Lois Boynton</a>	<b>Sept. 26: First presidential debate:</b> 9:00-10:30 p.m. Eastern Time, Sept. 26 (Mon)
9/28 Wed. Session # 10	▶ <i>Open slot for Dean Susan King</i>	
<b>Week # 7</b>		<b>Oct. 4, 2016: Vice presidential debate:</b> 9:00-10:30 p.m. Eastern Time. Oct. 4, 2016 (Tue.)
10/3 Mon. Session # 11	▶ Panel on Power of Public Relations: <a href="#">Dr. Joseph Cabosky</a> , <a href="#">Prof. Richard Clancy</a> , <a href="#">Dr. Adam Saffer</a> , and <a href="#">Prof. Valerie Fields</a>	<b>Readings:</b> AEJMC News Engagement Day, October 4, 2016 <a href="http://www.newsengagement.org/">http://www.newsengagement.org/</a>  Assigned reading: <i>Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</i>
10/5 Wed. Session # 12	▶ Lessons learned: <b>Public Relations</b> module ▶ <i>Effective research and online search</i> by (lecture by Dr. Deb Aikat) MeJo-101 Take Home Exam assigned today Please submit your answers by the <b>11:50 p.m., Oct. 26, 2016 (Wed.) deadline.</b> No exceptions. No excuses.	We'll discuss and assign the J-101 Core Concepts in Media and Journalism (Take Home Exam) As an exercise in media literacy, the MeJo-101 Core Concepts in Media and Journalism exam test features questions that incorporate rigorous experiential learning ( <i>defined as "learning through reflection on doing"</i> ) to sharpen critical thinking by motivating us to examine core concepts in media and to evaluate the credibility of media sources.

Week #	❖ Today's topic	♦ Read before class / ★ Things to do
<p>❖ <b>MeJo 101 Conceptual Core #4</b> – ☉ <b>Advertising:</b>  <b>Learn</b> advertising campaign principles and theories of marketing and branding. <b>Evaluate</b> best strategies to gain public attention for products and services.</p>		
		
<b>Week # 8</b>		<p><b>Oct. 9, 2016: Second presidential debate:</b> 9:00-10:30 p.m. Eastern Time, Oct. 9, 2016 (Sunday).</p>
<p><b>10/10 Mon.</b> Session # 13</p>	<p>▶ <i>The Core Concepts of Advertising</i> by <a href="#">Prof. John Sweeney</a></p>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
<p><b>10/12 Wed.</b> Session # 014</p>	<p>▶ <i>Marketing in the Moment: The Power of Real-Time Advertising</i> by <a href="#">Dr. Joe Bob Hester</a></p>	<p><b>Viewing</b> (rather than reading ☺)          ▪How brands can prepare for the moment and adapt in real time  <a href="https://www.youtube.com/watch?v=zAXqgoGphp8">https://www.youtube.com/watch?v=zAXqgoGphp8</a></p>
<b>Week # 9</b>		
<p><b>10/17 Mon.</b> Session # 15</p>	<p>▶ <i>Fashion Mesh &amp; Branded laughter: How humor works to influence consumerism</i> by <a href="#">Prof. Dana McMahan</a></p>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
<p><b>10/19 Wed.</b></p>	<p><b>No class. Fall break – yay!</b>  <b>Fall Break begins at 5 pm today</b></p>	<p><b>Oct. 19: Third presidential debate:</b> 9:00-10:30 p.m. Eastern Time, Oct. 19 (Wed.)</p>
<b>Week # 10</b>		
<p><b>10/24 Mon.</b> Session # 16</p>	<p>▶ Lessons learned: <b>Advertising</b> module          ▶ Bummer! Back to class...          MeJo 101 Test review by Dr. Deb Aikat</p>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
<p><b>10/26 Wed.</b></p>	<p><b>Test # 1 – ewwww ☹</b>          ▶ <b>Bring a Scanton sheet</b></p>	

Week #	❖ Today's topic	♦ Read before class / ★ Things to do
	<p>❖ <b>MeJo 101 Conceptual Core #5</b> – Ⓞ <b>Critical Thinking:</b>  <b>Think</b> critically, creatively and independently on the role of media in fostering freedom of expression including the right to dissent, to monitor and criticize power, and to redress grievances. <b>Conduct</b> research and evaluate information by appropriate methods. <b>Discuss</b> the role of media research.</p>	
		
<b>Week # 11</b>		
<b>10/31 Mon.</b> Session # 17	▶ <i>Political communication in the social media age</i> by <a href="#">Dr. Daniel Kreiss</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
<b>11/2 Wed.</b> Session # 18	▶ <i>Understanding of polling in the media</i> by <a href="#">Dr. Rhonda Gibson</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
<b>Week # 12</b>		<i>The election is Nov. 8, 2016 (Tuesday)</i>
<b>11/7 Mon.</b> Session # 19	▶ <i>The Branding of Me: How to Build and Protect Your Personal Brand While at UNC</i> by <a href="#">Prof. Gary Kayye</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
<b>11/9 Wed.</b> Session # 20	▶ Lessons learned: <b>Critical Thinking</b> module ▶ <i>Three epiphanies: How to think about the future of community journalism</i> -by <a href="#">Prof. Penny Muse Abernathy</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.

Week #	❖ Today's topic	♦ Read before class / ★ Things to do
	<p>❖ <b>MeJo 101 Conceptual Core #6 – ☉ Visual Communication:</b>  <b>Explicate and apply</b> media theories in the use and presentation of images, data and information. <b>Comprehend</b> appropriate tools and technologies to integrate the verbal and the visual. <b>Learn</b> visual communication concepts relating to storytelling.</p>	
		
<b>Week # 13</b>		
11/14 Mon. Session # 21	▶ <i>The Power of Visual Communication and Multimedia Journalism</i> by <a href="#">Prof. Laura Ruel</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
11/16 Wed. Session # 22	▶ <i>Informational graphics and the news</i> by <a href="#">Prof. Terence Oliver</a>	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
<b>Week # 14</b>		
11/21 Mon. Session # 23	▶ Lessons learned: <b>Visual Communication</b> module ▶ Open time slot for Dean King	📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.
11/23 Wed.	<b>No class. Happy Thanksgiving break!</b>	
<b>Week # 15</b>		

Week #	❖ Today's topic	◆ Read before class / ★ Things to do
<p>◆ <b>Lessons Learned from MeJo-101</b> <i>Media Revolution: From Gutenberg to Zuckerberg and Beyond</i></p> <p>The concluding sessions will recapitulate lessons learned from class content on facets of communication from the objective world of news media to the persuasive realms of advertising, public relations, and social media. These concluding class sessions will also strengthen your knowledge of media and communication industries, their content, and their effects on us, as individuals.</p>		
11/28 Mon. Session # 24	<ul style="list-style-type: none"> <li>▶ <i>Media Ethics in a Digital World</i> by Deb Aikat</li> <li>▶ Hold for Dean Susan King's Media Panel</li> </ul>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
11/30 Wed. Session # 25	<ul style="list-style-type: none"> <li>▶ <i>Dean Susan King chairs panel on The Real Story about News, Disruption and the future of journalism:</i> <a href="#">Prof. Paul Cuadros</a>, <a href="#">Prof. Kate O'Brian</a>, and <a href="#">Prof. Carol Wolf</a>.</li> </ul>	<p><b>Readings:</b> See assigned readings in course schedule in Sakai web space</p>
<b>Week # 16</b>		
12/5 Mon. Session # 26	<ul style="list-style-type: none"> <li>▶ Lessons learned: <i>Media Revolution: From Gutenberg to Zuckerberg and Beyond</i></li> <li>▶ Hold for Dean Susan King's Media Panel</li> </ul>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
12/7 Wed.	<ul style="list-style-type: none"> <li>▶ <i>Last Day of Class! – Review for final exam on Dec. 12 and other important issues</i> by Dr. Deb Aikat</li> </ul>	<p>📖 Assigned reading: Go to MeJo 101 course web space on Sakai to access assigned course readings for this session.</p>
12/8, Thu.	Reading Day#1	
12/12, Mon., 4-7 pm	<b>Final exam in 111 Carroll Hall!</b>	
12/14, Wed.	Reading Day#2	
Sun, 12/18	<b>Fall Commencement</b>	