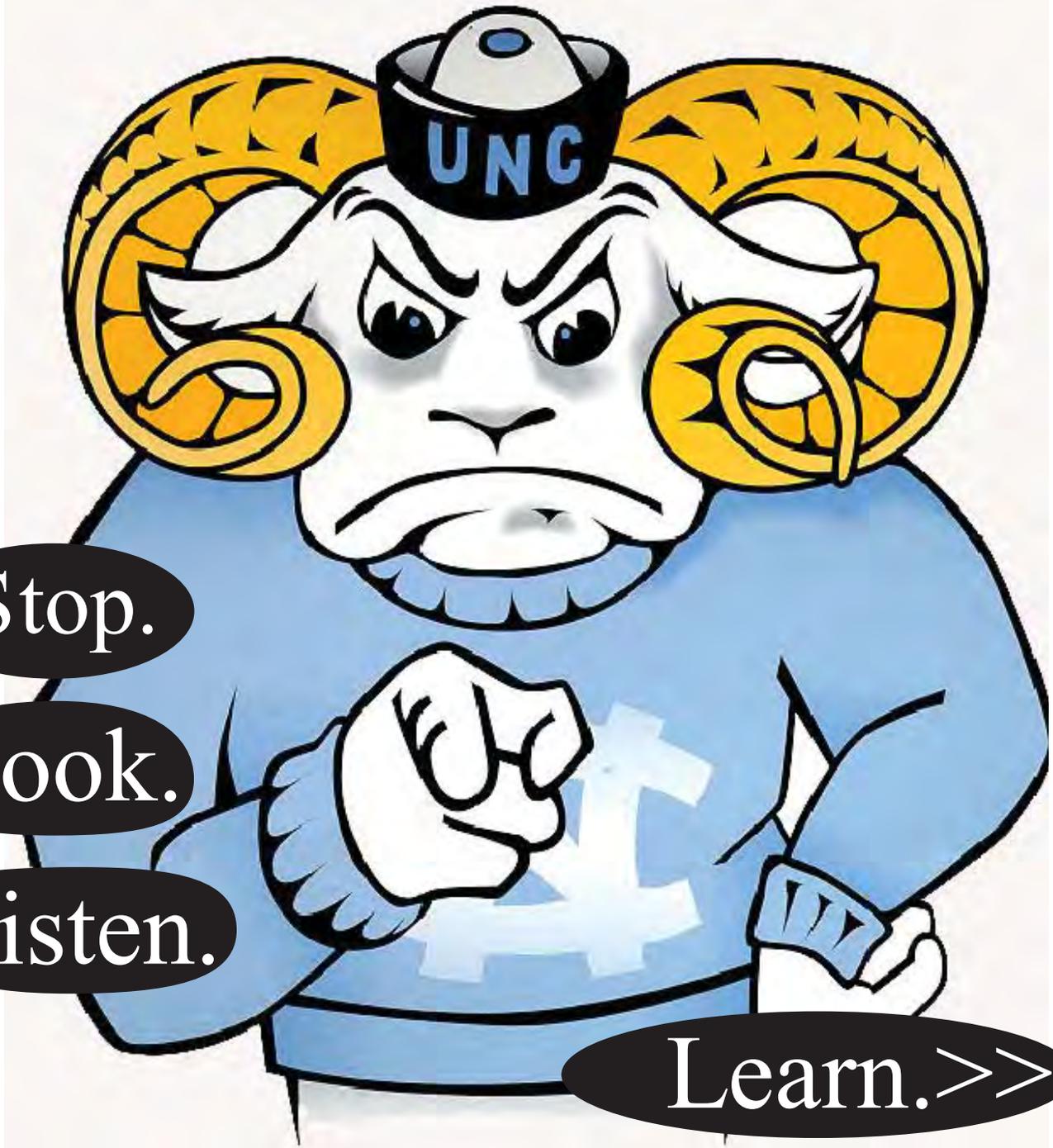




UNC

SCHOOL OF MEDIA
AND JOURNALISM



Stop.

Look.

Listen.

Learn. >>

MeJo 240: Current Issues in Media explores the *interrelationships* between U. S. *mass media* and the *society they serve*. The course also covers how the *digital revolution* is changing the way we *live, think* and *communicate*.

Syllabus for Spring 2017





★Educate



★Entertain



★Enrich



★Engage



★Empower



★Enlighten

JoMC 240.001: Current Issues in Media

Spring 2017 class session: 5:15 p.m. to 6:15 p.m.,
Monday and Wednesday in 143 Carroll Hall

Instructor: Debashis "Deb" Aikat, Ph. D.

Associate Professor, School of Media and Journalism

Office: 374 Carroll Hall

Phone: Office : (919) 962-4090

E-mail: da@unc.edu

Home Page: <http://mj.unc.edu/directory/faculty/debashis-aikat>

Office hours: 6:15 p.m. to 7:15 p.m., Wednesday and Monday, in 143 Carroll Hall
and by appointment. Walk-ins welcome.

The Fine Print

Course Readings: Before each class session, please complete all readings, which you should access from the Sakai course web space. Befitting a contemporary media course, most course readings, project instructions and other materials will be provided online.

We care for the environment: Please join us in our initiative to reduce paper use. Paper reduction saves money and is good for the environment. To save paper and printing costs, a significant part of the course content will be communicated online. So it is important for you to access the online schedule and check email regularly to get class updates. Please inform me if you do not receive emails from the class mailing list.

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 not negotiable. Doing extra work to improve a final grade is not an option because that would not be fair to other students in the course. If you wish to earn a good grade, work hard from the beginning of the semester.

Access JoMC 240.1 resources at: <http://sakai.unc.edu/> with
your UNC Onyen and password



Introduction

JoMC 240: Current Issues in Mass Media will analyze interrelationships between United States mass media and the society they serve. While encouraging students to be active media consumers, this course will cover emergent issues in media and journalism with special emphasis on, but not limited to, the assessment of theories and conceptual framework for research questions in media and journalism. The course will also cover how the digital revolution has transformed the way we live, think and communicate.

This course will cover readings, discussion and research projects that advance an understanding of the role and function (and dysfunctions) of media and journalism in society and the world.



Objectives

This course covers the on-going transformations in mass media and offers erudite insights into the important issues through lively examples, case studies, and conceptual analyses. This course thus provides a deeper understanding of the media's role in shaping and reflecting society. Based on this media perspective, we seek to understand and appreciate how audience members are as much a part of the media and journalism process as are the media producers, technologies, and industries.

JoMC 240 will also provide a theoretical and conceptual understanding of the present state of the rapidly-evolving media and journalism in the digital age. We'll also develop a research map to address how our lives will be shaped and enhanced by media and journalism. We will analyze how advancements in communication have transformed workplaces, households, businesses, educational institutions and the government.

What You Will Learn

This course should help you improve your conceptual grasp of communication issues and their impact. The course goals are:

- To improve our understanding of the impact of media and journalism on various facets of our lives; learn about legal and policy obstacles and possible solutions;
- To learn a variety of research techniques that combine traditional and modern tools and theories;
- To gain a better appreciation of the impact of mass communication on society; and
- To examine the impact of media on major sectors of society (business, law, health care, government, media, education, etc.) and discuss major concerns.



Grading Worksheet

If you delay your project, your grade on that assignment will drop 10 points, which is equivalent of one letter grade (for example, from an A to a B) for each day after the deadline. All projects are due at the beginning of class on the assigned date. Late projects will be penalized for each day they are late. If it's not ready at class-time, it's already considered a day late.

Your final grade (Total: 500 points) will be computed as follows:

Assignments/Tests	Grade value	My Grade points
Proposal:	50 points	___ points
Research Project:	200 points	___ points
Attendance:	50 points	___ points
First Test (open-book)	100 points	___ points
Research e-presentation:	100 points	___ points
Total:	500 points	___ points
	Total ___ pts./5 = ___ average points	

Divide total points by 5 to compute average points (out of 100) to find out your letter grade.

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 = 65 and below.

Quality Point Value of Undergraduate Grades: According to Section V of the *UNC-CH Faculty Handbook*, 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



Definition of Undergraduate Grades

These definitions were adopted by Faculty Council in 1976. The Council reiterated that the purpose of grades is to identify degrees of mastery of subject matter. Moreover, those 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 adviser’s questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.



How Much Work Is This Course, Anyway ?

You should count on spending at least six hours a week outside class working on assignments/projects. You should also complete the assigned readings on time. This course may require a lot of your time, depending on how well you plan your work schedule. The major projects should be completed outside class and will comprise library work, research, and writing.

Pick Your Project Topics Now!

We will work on a phased sequence of research projects, some relating a topic of your choice.

- Pick a topic you like so the tasks are meaningful for you.
- You are encouraged to do research that might be useful for real-life situations or toward completing your dissertation or or thesis or a professional project that you can include in your portfolio.
- Consider your selection carefully for feasibility because you will be working on the research paper/ professional project all semester, and it may be time-consuming to change later.



Specific requirements for the research paper or the creative project will be discussed during the second week of class. If you need help selecting a topic, please let me know.

Class Presentations

You may be assigned to collect and present information on specific aspects of mass communication. This will help you and our class gain more information on a specific issue. You may put all the information on web pages to share the information with other interested scholars around the world. You may be asked to provide a structured self-assessment of your learning experience. Go to the Sakai web space to read specific details about the project format and deadlines.

Grade Appeal

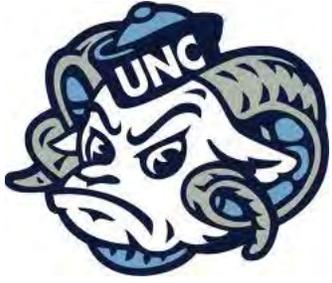
You have the right to appeal any grade in this course. You are free to talk with me about a grade in this course and discuss my determination of that grade.

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 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.





Carolina's Most Valued Tradition: Academic Integrity

All work will be done in a professional environment. Although the structure of this course prevents many of the usual opportunities for dishonesty, it is important that you know the University regulations state: "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating or stealing when actions involve academic processes of University, student or academic personnel acting in an official capacity."

How We Grade Projects

In most disciplines the aim of research is to generate new knowledge. The primary purpose of this course is to inspire critical thinking on theories and concepts relating to current issues in mass communication. You will be expected to learn and use a variety of research strategies discussed in the assigned reading and in class. As you might guess, evaluating research papers and professional projects is subjective in many ways. All research projects will be evaluated on the following considerations:

- All projects should be based on critical thinking.
- Your research should be based on theoretical integrations.
- You should explore research that contributes new knowledge.
- Your projects should be based on originality and indepth research.

Students With Special Needs

If there is any student in this class who has special needs because of learning disabilities or other types of disabilities, please feel free to come and discuss this with me.

Class Format



This course is specifically designed to hone your research skills. The structure of the course is based on the following assumptions:

- Research is a skill needed in all sequences.
- Research is creative, not a mechanical process; it takes imagination to do well.
- Developing research skills also means developing abilities to evaluate, analyze, synthesize and conceptualize.
- Research is best learned by doing research.
- Much can be learned about research from fellow researchers.

Assumptions

Each class session will provide an overview of an aspect of mass communication. This will include a introduction to related theories and their impact on society. You may be assigned to prepare presentations or share your experience with the class. In order to better understand different sides of communication issues, students may occasionally be asked to engage in class debate.

ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates professional journalism and mass communications programs in colleges and universities, is the agency responsible for the evaluation of 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;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

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

We Cherish Diversity

We cherish diversity in communication and scholarship. Diversity is vital to media and journalism. Our course prohibits in its 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 course 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, our class affirms our commitment to equal opportunity for all.



Debashis "Deb" Aikat, Ph.D.
Associate Professor
School of Media and Journalism
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3365, U. S. A.



Work: (919) 962-4090 & (919) 962-1204
Email: da@unc.edu
Fax: (919) 962-0620
jomc.unc.edu/directory/faculty/debashis-aikat

A FINAL NOTE

Dear Students in JoMC 240 Spring 2017:

Welcome to MeJo 240 - Current Issues in Mass Media! Thank you for choosing this class as part of your coursework. *You have paid your hard-earned money for enriching academic experience.* Thus, our job is to ensure that when you leave this class in May, you truly feel *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 attend 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 you are not getting your money's worth, 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% 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 the very best for the Spring semester!

A handwritten signature in black ink that reads 'Aikat'.

- 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 learn about mass communication issues, to *produce high quality work* and to achieve *a good grade* for your efforts. 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 see what we can do about it.





Dr. Debashis “Deb” Aikat

Associate Professor
UNC-Chapel Hill School of
Media and Journalism

A former journalist, **DEBASHIS “DEB” AIKAT** (*pronounced EYE-cut*) has been a faculty member since 1995 in the School of Media and Journalism at the University of North Carolina at Chapel Hill, a Carnegie highest research activity (Research 1) doctoral university.

An award-winning researcher and teacher, Dr. Aikat theorizes the intersection of digital media in the global sphere. Dr. Aikat’s research work 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*, *Popular Music and Society*, *Convergence: The Journal of Research into New Media Technologies*, and publications of the Association for Computing Machinery and Microsoft Corporation. His research has been funded by government agencies (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 AEJMC and Peter Lang named Dr. Aikat as an inaugural winner of the 2015 Scholarsourcing Series competition for his 2017 book, *Who’s a Journalist? News in the Digital Age*, which reports original research on the evolving roles of journalists and journalism. Dr. Aikat was named a 2016 Scholarsourcing winner for a co-authored 2018 book, *Agendamelding: How We Use Digital Media to Create Personal Community*, which theorizes media agenda setting in the digital age.

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). Dr. Aikat served from 2007 to 2013 as an elected member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and media programs in universities. He has led the Association for Education in Journalism and Mass Communication (AEJMC) as chair (2009-10) of Teaching, and chair (2015-16) of the Professional Freedom and Responsibility, which fosters freedom, ethics, diversity, and public service. He visited Russia in May 2015 to research press freedom in the former Soviet Union.

His research and teaching excellence awards (*see curriculum vita for a full list*) include an AEJMC-Scripps Howard Researcher of the Year (2014-15), AEJMC Top Research Paper, a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-Chapel Hill’s highest honor for excellence in graduate studies, the David Brinkley Teaching Excellence Award (2000), AEJMC’s Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-Chapel Hill Students’ Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-Chapel Hill senior classes honored him with the Edward Kidder Graham-Favorite Faculty Awards for 9 years (1997 through 2005). He serves as an elected member of the UNC’s Faculty Hearings Committee, which conducts hearings on faculty dismissal. He has served on the UNC Honor Court’s Faculty Hearings Board Panel that adjudicates violations of academic honesty, personal integrity, and responsible citizenship.

In addition to teaching on-campus classes, Dr. Aikat has taught online courses since 1997 when he conceptualized UNC’s first online course in journalism. He developed in 2003 a graduate-level online certificate program in “Technology and Communication.” He has won fellowships from renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and the Journalism Leadership Institute in Diversity (2004-05).

Dr. Aikat earned in 1995 a Ph.D. in Mass Communication and Journalism from the Ohio University’s Scripps School of Journalism. He completed in 1990 a Certificate in American Political Culture from the New York University. 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.

Born in India, Dr. Aikat and his wife, Dr. Jay Aikat, became U.S. citizens in 2003. Jay, a faculty member in the UNC’s Department of Computer Science, serves as the Chief Operating Officer at UNC’s Renaissance Computing Institute. They live in Chapel Hill, NC, with their two children.



Spring 2017 Course Schedule for MeJo 240: Current Issues in Mass Media



★ Educate



★ Entertain



★ Enrich



★ Engage



★ Empower



★ Enlighten

- ❖ Go to the Sakai course space 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.**



MEJO240.001.SP17 >   Overview

Site Information Display

Course Schedule for *MeJo 240: Current Issues in Mass Media*



[\[Read MeJo 240 course syllabus for Spring 2017\]](#)

Important Note: The course schedule (*as outlined here*) may change as the semester evolves to create the best learning environment for you.

~~ Week 1:

♦ Jan. 13 (Wed):

- ▶ [Introduction to MeJo 240 \(.ppt. file\)](#)
- ▶ [Google - Year In Search 2016 + Year In Search 2016](#)
- ▶ [2016 News Quiz](#)

Assignments this week:

*** Complete in class the [Spring 2017 MeJo 240 Survey](#).

~~ Week 2:

♦ Jan. 20 (Wed): {MLK Holiday >> Jan 16, Mon.}

- ▶ [Exploring Truthiness: Fake News, Political Satire and Humorous Rants](#)

Project Details:

*** Access MeJo 240.1 resources

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

~~ Week 3:

♦ Jan. 23 (Mon.):

- ▶ [Exploring Truthiness: Fake News, Political Satire and Humorous Rants](#)

♦ Jan. 25 (Wed):

- ▶ [Media Reflect the Society They Serve](#)

~~ Week 4:

♦ Jan. 30 (Mon.):

▶ [Media in the Digital Age](#)

~~ [Super Bowl 51](#) (Feb. 5, Sun.) a media event + [Super Bowl 50 Commercials](#) + [Super Bowl ads by the numbers](#)

Project Details:

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

▶ [Who's a Journalist: The News Media Evolution](#)◆ **Feb. 1 (Wed):**

▶ [UNC Entrepreneur-In-Residence Jed Simmons: True Stories about Content Explosion, Facebook and Snapchat](#) ([slides with notes](#))

Read before class:

*** **Read:** [Age of Abundance: How the Content Explosion will Invert the Media Industry](#) (from MediaREDEF)

*** **Read:** [Facebook is eating the world](#) (from *Columbia Journalism Review*)

*** **Read:** [Inside Snapchat CEO Evan Spiegel's Entertainment Empire](#) (from *Fast Company*)

~~ **Week 5:**◆ **Feb. 6. (Mon):**

▶ Reflections on Human Rights Abuses

~~ [Dr. Charlie Tuggle presents: Trailer for La Abuelas de Plaza de Mayo and the Search for Identity](#)

~~ [Film Viewing Guide](#) | ~~ [Argentina: The World Factbook](#) | ~~ [BBC Profile: Argentina](#) | ~~ [Archived Webcast of Carter Center event](#)

~~ [Full documentary \[Carter Center cut\]](#) (45:32) + [Full documentary in English](#) (54:39) + [Carter center event](#) |

◆ **Feb. 8. (Wed):**

▶ [The Digital Domain](#) + [Media Trends: Information Overload](#)

~~ [Super Bowl 51](#) (Feb. 5, Sun.) a media event + [Super Bowl 50 Commercials](#)

Project Details:

*** Feb. 8. (Wed) deadline for Research Project Proposals [[click link to read details](#)]

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

*** [J-240 Media Concepts Take-Home Exam](#) discussed in class [[click link to read details](#)]

~~ **Week 6:**◆ **Feb. 13. (Mon):**

▶ Ethical Violations in Journalism

◆ **Feb. 15. (Wed):**

▶ [Comparing US Media with Hungarian Media](#): Hungarian journalist, [Bálint Ablonczy](#), ([read bio](#)), Transatlantic Media Fellows | [Center for Strategic and International Studies](#)

~~ View video: [Did you know? - Hungary](#) + Freedom of movement and the media in Hungary [Part 1](#) and [Part 2](#) + [Hungary's media battle](#)

Project Details:

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

*** [Google Public Data](#) + [Google Public Data](#) (video)

▶ [Disruptive Innovations Transform Media](#)

~~ **Week 7:**

◆ **Feb. 20. (Mon):**

- ▶ [Ethical Violations in Public Relations & Advertising](#)

◆ **Feb. 22. (Wed):**

- ▶ [Media Trends: Information Overload](#)

Project Details:

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

*** [Yarmouk U in Jordan](#) + [Westernized media in Jordan breaking old taboos](#)

~~ **Week 8:**

◆ **Feb. 27 (Mon.):**

- ▶ [We the Media: The Mediated Sources of Knowledge](#)

◆ **Mar. 1 (Wed.):**

- ▶ Digital media in the global sphere

Project Details:

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

*** ["Meathooked" & "End of Water" | "Beating Blindness" & "White Collar Weed"](#)

~~ **Week 9:**

◆ **Mar. 6. (Mon.):**

- ▶ [Theorizing Media](#)

◆ **Mar. 8. (Wed.):**

- ▶ [Who's a Journalist in the Digital Age: The News Media Evolution](#)
▶ [Take Home Exam details](#)

Project Details:

~~ [Beginning+Middle Research Project](#) due at 5 p.m. on March 6 (Mon.).

*** We'll discuss deadlines for End part for Your Research Project

~~ [Take-Home Exam](#) assigned today, deadline is 11:59 p.m. on March 29, Wed. [[.pdf file](#)]

~~ **Week 10:**

No class on March 13 (Mon) and March 15 (Wed)

{Spring Break >> 5 p.m., Mar. 10, Fri., through Mar.. 19, Sun.}

~~ **Week 11:**

◆ **Mar. 20. (Mon.):**

- ▶ Ethical Violations in Social Media

◆ **Mar. 22. (Wed.):**

- ▶ [Digital Storytelling: The News of the Future](#)

- ▶ 5 p.m. to 7 p.m., "Digital Storytelling" by [Mr. Richard T. Griffiths \(@GriffithsCNN\)](#), VP and senior editorial director at [CNN](#)

Project Details:

*** Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

~~ Take-Home Exam deadline is 11:59 p.m. on March 31, Thurs. [[.pdf file](#)]

~~ [Congressional Hearings - How to Cite US Government Documents in APA Citation Style](#)

~~ Week 12:**♦ Mar. 27, (Mon.):**

- ▶ Public Communicators: The Good, Bad and the Unethical

♦ Mar. 29, (Wed):

- ▶ Media's Pursuit of Truth
- ▶ 5 p.m. to 6:15 p.m., [Howard Mortman](#) of [C-SPAN](#) ([Mortman](#) video)

Project Details:

*** As discussed and decided, here are some project deadlines:

~~ [Take-Home Exam](#) deadline is 11:59 p.m. on March 31, Thurs. [[.pdf file](#)]

~~ [Resolutely Non-Partisan: C-SPAN's Role in Our Democracy](#)

~~ Week 13:**♦ Apr. 3, (Mon.):**

- ▶ The advantages (or disadvantages) of social media as a news source

♦ Apr. 5, (Wed):

- ▶ [Sexist Media Images](#) [*click link to visit modules*]
- ▶ [The Verbal and the Visual](#)

Project Details:

*** See [Each One Teach One \(EOTO\) presentation schedule](#) + [EOTO tips](#) + [EOTO presentation template \(pdf version\)](#)

~~ [Post your EOTO presentation](#) by 11:59 p.m. on April 10, Mon. ()

~~ Week 14: {Spring Holiday >> April 14, Fri.}**♦ Apr. 10, (Mon.):**

- ▶ [Media in the Post-Digital Age](#)

♦ Apr. 12, (Wed.):

- ▶ [Each One Teach One](#)

Project Details:

*** See [Each One Teach One \(EOTO\) presentation schedule](#) + [EOTO tips](#) + [EOTO presentation template \(pdf version\)](#)

~~ [Post on Sakai your EOTO presentation](#) by 11:59 p.m. on April 10, Mon. ()

~~ Week 15:**♦ Apr. 17, (Mon.):**

- ▶ [Media in the Digital Age](#)

♦ Apr. 19, (Wed.):

▶ [Each One Teach One](#)

Project Details:

♦ [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

*** Read the schedule for Each One Teach One presentations. You should have [posted on Sakai your EOTO presentation](#) by 11:59 p.m. on on April 10, Mon.

~~ Week 16:**♦ Apr. 24, (Mon.):**

▶ Each One Teach One

♦ Apr. 26, (Wed.):

♦ MJ-240 last day of class

Read [J-240 Research Project Guidelines](#) + [J-240 Research Worksheet](#)

▶ J-240 open office hours (*read Deb's April 26 email*) + [Attend Last Day of Class festivities](#).

Project Details:

*** April 10, Mon.: Email invitation to evaluate this course.

*** April 26, Wed.: Complete evaluations (course evaluation site closes midnight, April 26, Wed.).

*** Submit your final project on the [Discussion Board your Final Project](#) by 11:59 pm, EST, April 28, Fri.. (100 points).

*** [Role of Media in Society](#)

~~~~~

~ Classes End: Fri., April. 28, 2017

~ [Final exam schedule for Spring 2017](#)

~ Reading Day#1: Wed., May 3, 2017

~ First day of Exams: Mon., May 1, 2017

~ Reading Day#2: Sat., May 6, 2017

~ Last day of Exams: Tue., May 9, 2017

~ Spring Commencement: Sun., May 14, 2017

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**Important Note: The course schedule (as outlined here) may change as the semester evolves to create the best learning environment for you.**

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**End of course calendar** (*Scroll to the top of this page for Weeks 1 through 16*).

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## Recent Announcements

Options Recent Announcements

## Announcements

(viewing announcements from the last 0 days)

There are currently no announcements at this location.

## Message Center Notifications

[New Messages](#) none

[New in Forums](#) none

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- [Gateway](#)
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