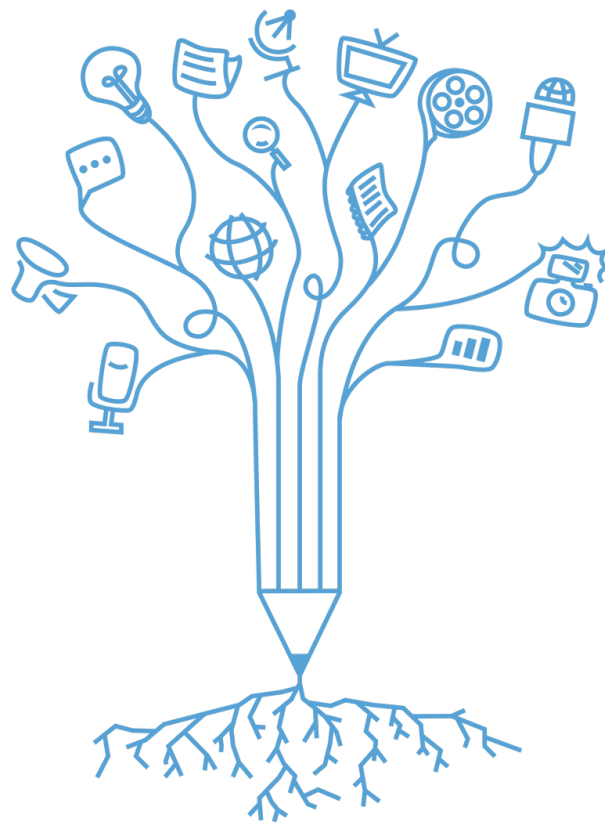




THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Spring 2020 Syllabus for MEJO-101: **The Media Revolution: From Gutenberg to Zuckerberg and Beyond**



START HERE / NEVER STOP

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.

▲ The Start Here / Never Stop logo is based on **Becky Scheible's** winning design in the 2016 Start Here / Never Stop T-shirt design contest. Scheible graduated with distinction from the UNC Hussman School of Journalism and Media in 2016 with specialization in public relations and a second major in political science.



Spring 2020 Course Schedule

The MEJO-101 class will meet in Spring 2020 from 4:40 p.m. to 5:55 p.m. on Monday and Wednesday in the Carroll Hall 111 auditorium in the Hussman School of Journalism and Media, UNC-Chapel Hill.



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 several key faculty members in the Hussman School of Journalism and Media. Class lectures by these professors will enable you to determine if you would like to study News/Storytelling 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 Overview

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:

**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.
-



Course Instructors: Team MEJO-101



★ Dr. Deb Aikat

Associate Professor

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★ Prof. Lee Meredith

Lecturer

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Teaching Assistants



★ Ms. Annie McDarris

Pruden Fellow & M.A. student

UNC Hussman School of Journalism and Media
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★ Ms. Lindsey Slack

Park Fellow & M.A. student

UNC Hussman School of Journalism and Media
lslack@live.unc.edu



Spring 2020 Office Hours

We love to interact with you. For your convenience, we've listed an array of opportunities for interaction, as listed below:

Dr. Deb Aikat

- ➔ 4 to 4:30 p.m., Wednesday in 374 Carroll Hall (Deb's office).
- ➔ 6 p.m. to 6:30 p.m., Monday in 111 Carroll Hall.
- ➔ Email Deb Aikat (da@unc.edu) to schedule a time that's more convenient to you.
- ➔ I usually arrive early in our classroom and leave late. You should feel free to talk with me anytime or schedule a meeting time convenient to you.
- ➔ Walk-ins welcome. I invite you to stop by 374 Carroll Hall (Deb's office), anytime from 8 a.m. through 5 p.m. on any workday (*except when I am away at meetings or teaching a class*).

Prof. Lee Meredith

- ➔ 2:00 p.m. – 3:15 p.m., Monday and Wednesday or by appointment. 261 Carroll Hall



UNC-Chapel Hill's Attendance, Grading, and Examination Policies

UNC-Chapel Hill's attendance policy stipulates that *"No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences."*

The MEJO 101 attendance policy conforms to the UNC-Chapel Hill's attendance, grading, and examination policies and procedures, as documented in the [Academic Catalog](#) (click link to read [the policy](#)).

Besides attending class, you also are responsible for reading the Sakai course web space and email updates. There is no substitute for attending class, participating in class discussions, listening to our stellar speakers and following their class lectures.



Attendance Policy

This is an instruction-intensive course and we expect you to be here every day we meet. 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 the attendance sheet,** every day you attend class. **Absences will be marked for missing signatures** and there is no make-up policy.

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 MEJO 101 Attendance Policy requires you to write an absence paper (see Page 7 for details) for each day you are absent from class, unless your absence is officially excused by the University.

- ➔ 1. You may seek an official excuse for your absence(s) from the [University Approved Absence Office](#) (UAAO). If the UAAO approves your absence, you do not have to write an absence paper.

	Absence paper required	Points deducted from attendance grade
University-approved absence	NO	None
One-to-three absences that are NOT University-approved	YES	None if you write an absence paper; eight-point deduction if you do not write an absence paper
More than three absences that are NOT University-approved	NO (but see below)	Eight-point deduction for each additional absence
If you fail to write an attendance paper for three or more absences that are not University-approved, you will fail the course .		

- ➔ 2. Write an absence paper for every absence that is not officially excused by the University. The absence paper is a proven way to catch up a missed class. **The absence paper will also enable you to explain your absence(s).** If you have **three unexplained absences**, 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.
- ➔ 3. While calculating the attendance grade at the end of the semester, we will **not count three absences** if you submit **an absence paper for each one of them on the Sakai Drop Box within a week of your absence.** However, you **MUST** submit an absence paper within a week. No exceptions. No excuses.
- ➔ 4. We expect you to attend the entire class session (75 minutes). A partial absence will be recorded if you are late by more than 15 minutes or you leave class 15 minutes before it officially ends. *We expect you to inform the course professor about countervailing commitments, if any, for occasional exceptions.*



The Absence Paper

An “Absence Paper” is required for every absence (full or partial), “explained” or otherwise. Therefore, whatever be the reason for your absence, **you should write an “Absence Paper.”** Period. 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 (such as *job interview, illness, indisposition, bereavement, work schedules, alarm clock malfunctions, religious reasons, social engagements, inconveniently scheduled family events, travel, untimely visits from frenemies, friends and family* or any other situation).

Post your “Absence Paper” to **MEJO-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_jan31_2020”) 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 will be deducted for each absence without a valid absence paper. Remember, a student with three unexplained absences will fail the class.



Students with Special Needs

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

If you require special accommodations to attend or participate in this course, please let the course instructors know as soon as possible. If you need information about students with special needs, visit the Accessibility Resources & Services site at <https://ars.unc.edu/>.

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.



Grading

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

MEJO-101 projects and assignments add up to 500 points, as detailed below:

- ➔ **100 points: Mini essay** (fourth week) on a news topic
- ➔ **100 points: Timed take-home exam** on “Core Concepts in Media and Journalism” (You’ll have 10 days to work on this test)
- ➔ **100 points: Mid-term exam** (tenth week) in-class closed book
- ➔ **150 points: Cumulative closed book final exam** (in finals week)
- ➔ **50 points: Course Activities:** *(20 points for class activities + 30 points for attendance including points for completing mid-semester feedback and end-semester evaluation)*

➔ **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 = 63-0

Rounding off final grade points with decimals: The algorithm in our grade schema is coded to follow two rules for rounding off the grades with decimal points. They are:

Rule #1: Round up decimals of .5, .6, .7, .8, or .9) to the next integer. For instance, 66.5, 66.6, 66.7, 66.8, or 66.9 is rounded to 67.

Rule #2: Round down decimals of .1, .2, .3, or .4) to the previous integer. For instance, 66.1, 66.2, 66.3, or 66.4 is rounded to 66.

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 A to a B). All class projects and activities including participation activities are due at the deadline. Late submissions will be penalized for each day they are late. If it’s not ready at deadline time, it’s already considered a day late. Failure to meet some deadlines may earn a zero grade.



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 the 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.**



Grade Appeal

Although grades are not negotiable, we carefully consider concerns about an assignment grade. If you have questions about 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 us 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. We 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 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."



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 University's [Equal Opportunity and Compliance Office](#) ensures compliance of Carolina's [Policy on Prohibited Discrimination, Harassment and Related Misconduct](#).



ACEJMC Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications (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.



Classroom Manners

Large classes like MEJO-101 create some interesting dynamics! Here are some basics to help ensure everyone is able to fully participate in our class:

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

Gaming, Internet surfing, tweeting and shopping can be done outside of our class meeting times. Please mute your mobile phone during class.

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 now.

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.



HUSSMAN SCHOOL
OF JOURNALISM AND MEDIA

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January 8, 2020

Dear Students in MEJO-101 Spring 2020:

Welcome to MEJO-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 May, 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 us. We depend on you. *You are not an interruption to our work - you are the purpose of it.* We are not doing you a favor by serving you - you are doing us a favor by giving us the opportunity to work with you.

Our job is to make your educational experience as *stimulating and rewarding* as we can and to create an environment conducive to facilitating your learning experience. *However, we cannot perform my job alone.* We need your help. *Your job is to participate in this class with an open mind and with enthusiasm* because we 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 us.* We look forward to spending the next several weeks with you. We 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, we 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 Spring semester!

Cordially,

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

Deb Aikat

For Team MEJO-101

P. S.: We 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.* We believe in a team effort and your ideas are as valuable as mine.

We view our 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, we are here to provide it. *Do not wait until it is too late.* If you face a problem, please communicate with us and we will work together to find a solution._____

~ Spring 2020 Course Schedule for **MEJO-101**

- ❖ Go to the **MEJO-101** Sakai course-space to access the updated **course schedule**.
- ❖ Follow the updated online schedule for important dates and deadlines.
- ❖ The course schedule may change as the semester evolves **to create the best learning environment for you**.



Week-by-Week: MEJO 101 The Media Revolution: From Gutenberg to Zuckerberg and Beyond

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

~ Course Schedule for Week# 1 through Week#17



★ Educate ★ Entertain ★ Enrich ★ Engage ★ Empower ★ Enlighten

Week 1: Jan. 8 (Wed.):

[Introduction to MeJo 101 \(ppt\)](#) + [Dr. Tuggle's slides](#) + [Google's Year 2019 in Search](#) + [A&E Biography of the Millennium Part 25. 1-Epilogue](#)

Announce: [Research + Write A Mini-Essay](#) by 4 p.m., Jan. 29 (Wed.). Post your mini-essay to the [MJ-101 Drop Box](#) by 4 p.m., Jan. 29. [Cite your sources in APA citation style.](#)

[MJ101 seating plan and sample attendance sheets](#)

Assignments this week:

Read the [MeJo 101 syllabus](#) + Meet MeJo 101 team members: Ms. Annie McDarris and Ms. Lindsey Slack

Complete the MeJo 101 Student Survey by 11:50 p.m. Jan. 23 (Wed.) [to be released]

Note: You may NOT have access to some of the web links.

We appreciate your patience as we update external links



Week 2: Jan. 13 (Mon.):

Deb Aikat: [MJ101 seating plan and sample attendance sheets](#) + Madeline Stiles: [PINK Nation: Campus Reps](#)

~~~Prof. Andy Bechtel: [Understanding news judgment \(ppt\)](#) [Andy tweet](#) + [News item](#)

~~~ Media Hub showcase:

[Peter Norton: The storyteller who couldn't speak](#) - UNC Media Hub

[Deaf doctoral student adds new perspective to UNC Audiology program](#) - UNC Media Hub

Q & A on our [MeJo 101 class \(ppt\)](#). We answer your questions about [Research + Write A Mini-Essay Project](#). Post your mini-essay to the [MJ-101 Drop Box](#) by 4 p.m., Jan. 29 (Wed.). [Cite your sources in APA citation style](#).

Read: [A quick recap of today's breaking news](#)

Complete before class:

Read: [Who is Florida Man?](#) | Columbia Journalism Review

Read: [Journalism Essentials](#) by [Walter Dean](#) & [Tom Rosenstiel](#)

Read about the basic principles and elements of good journalism. This reading is excerpted from the *American Press Institute (API)'s training guide* by Walter Dean, former training director of the Committee of Concerned Journalists, and API Executive Director Tom Rosenstiel.

Week 2: Jan. 15 (Wed.):

[Dean Susan King: *Journalism 2.0* \(ppt\)](#) + [A Shared Purpose at the UNC School of Media and Journalism](#) + [Alumnus Walter Hussman Jr. and his family make historic gift to Carolina](#)

Post your [Mini-Essay](#) by 4 p.m., Jan. 29 (Wed.). Post your mini-essay to the [MJ-101 Drop Box](#) by 4 p.m., Jan. 29. [Cite your sources in APA citation style](#).

Complete before class:

Read: [Nine articles assigned for the essay project](#)

Do this now: If you wish to major in Media and Journalism, [subscribe to the UNC MJ-school student newsletter](#)

Week 3: Jan. 20 (Mon.): MLK Holiday (No class)

Read: Over the holiday weekend, read articles assigned for Dean Susan King's session.



Week 3: Jan. 22 (Wed.):

Deb Aikat: [MJ101 seating plan and sample attendance sheets](#)

[Prof. Lee Meredith](#): Journalism Values/Principles and Our Fight for Survival

Read before class:

Read: [Nine articles assigned for the essay project](#)

Week 4: Jan. 27 (Mon.):

[Prof. Ryan Thornburg: Why Journalism? \(ppt\)](#)

Media Concepts Take Home Exam [write answer in this Word document] (deadline: 11:50 p.m., Feb. 9, Sun.) + [APA Citations Demystified](#) + [Take-home exam insights \(ppt\)](#)

Complete before class: Note from Prof. Thornburg: I expect you to read the eight article as much as reference after class as before it.

The question I hope you will ask yourself while reading and watching these videos is: Taken as whole, how do these material lead you to answer the question "Why Journalism?"

View: [2017 MJ Commencement](#) speech by NYT's Nikole Hannah-Jones. (From about 8:30-26:30) This is the commencement speech that New York Times reporter Nikole Hannah-Jones gave to Media School graduates in 2017. Hannah-Jones received her MA from the Media School and is most recently in the news for leading The New York Times' "1619 Project" on the legacy of slavery in the United States.

View: [How Pulitzer prize-winner Emily Steel toppled Bill O'Reilly](#): Emily Steel studied journalism at UNC and is the most recent in our University's long line of reporters who have won print journalism's top prize for public service. She talks about her reporting on the Bill O'Reilly sexual assault payments.

Read: [Doctors & Sex Abuse: About the AJC's investigation of doctor misconduct](#): This award winning series from *The Atlanta Journal Constitution* was led by a UNC journalism graduate. At least 4 other UNC grads contributed to the project. Why and how did they do it? How many people were on the team and what kinds of jobs did they have?

Read: [Lessons from a book and a trial: The N&O will keep digging](#): The author of this important piece is a UNC graduate and now leads political investigations at The Washington Post. Here he reflects on the economic benefits and challenges facing investigative journalism, using a story about former UNC student body president Eve Carson as an example.

View: [Why Facts Don't Convince People \(and what you can do about it\)](#): The economics of advertising is one challenge to journalism's status quo. But so is technology and psychology.

Read: [WhereByUs - SeedInvest](#): WhereByUs is a national company building local news operations around the country. It is led by UNC '10 alumnus Chris Sopher, and this link shows the financial argument he makes for an investment in local media.

Read: [The Texas Tribune Strategic Plan](#): The Texas Tribune is a financially successful, non-profit news organization that is nationally recognized for its investigative and watchdog reporting. How does it survive? Membership is one answer, and UNC journalism grad Sarah Glen is leading that effort for The Tribune.

Read: [IRE Job Center](#) & [ONA Career Center](#): There are no jobs in journalism... except all these... but what are these employers looking for?

Post your Post your [Mini-Essay](#) by 4 p.m., Jan. 29 (Wed.). Post your mini-essay to the [MJ-101 Drop Box](#) by 4 p.m., Jan. 29. [Cite your sources in APA citation style.](#)

Week 4: Jan. 29 (Wed.):

Deb Aikat: [Exam and grades \(ppt\)](#) + [How the #MeToo story broke](#) - CBS Sunday Morning

[Dr. Deb Aikat: Watchdogs and Whistleblowers: The Changing Role of Media and Journalism \(ppt\)](#)

Complete before class:

Read: [Key Moments in Journalism and Digital Media. 1906 to 2020](#)



Week 5: Feb. 3 (Mon.):

[Deb Aikat: 2020 USA Today Ad Meter Results + Take-home exam insights \(ppt\)](#) + [WashPo Ad text](#)

[Prof. Susan Leath: Fault Lines: A Guide to Cultural Competency \(ppt\)](#)

6 p.m.: Help session for Media Concepts Take Home Exam [write answer in this Word document] (deadline: 11:50 p.m., Feb. 9, Sun.) + [APA Citations Demystified](#) + [Take-home exam insights \(ppt\)](#)

Complete before class:

Read: [Social Cognitive Theory of Mass Communication](#) by Albert Bandura

Read: [Framing as a Theory of Media Effects](#) by Dietram A. Scheufele

Read: [Police killings and their spillover effects on the mental health of black Americans: a population-based, quasi-experimental study](#) by Bor et. al

Read: [A 'Mass Shooting Generation' Cries Out for Change](#) - The New York Times

Read: [James Blake, Retired Tennis Pro, Says Police Pushed Him Down: Inquiry Is Opened](#) - The New York Times

Read: [The elite world of Brett Kavanaugh](#) - The Washington Post



Week 5: Feb. 5 (Wed.):

[Dr. Lynn Owens: Coming Up Next?: The Future of TV News \(ppt\)](#) + [Mr. Steve Hammel: The vital role of local news broadcasting in our community \(ppt\)](#) + [WRAL Dorian Montage](#) + [WRAL Dorian Montage 2](#)

Submit [Media Concepts Take Home Exam](#) [write answer in this Word document] (deadline: 11:50 p.m., Feb. 9, Sun.) + [APA Citations Demystified](#) + [Take-home exam insights \(ppt\)](#)

Complete before class:

Read: [Local TV News and the new media landscape](#)

Read: [For Local News, Americans Embrace Digital but Still Want Strong Community Connection](#)

Read: [Finally some good news: Trust in news is up, especially for local media](#)

Read: [Hurricane Dorian: TV reminds us we're all in this together](#)

Read: [Hurricane Dorian Media Usage](#)

Not included in my lecture, but students may find interesting:

Read: [2019 Research: Local TV and Radio News Strengths](#)

Week 6: Feb. 10 (Mon.):

Deb Aikat: **Read:** [Exam insights and details for Mar. 20 \(Wed.\) test](#)+ [Grades & Exams](#) (ppt)

[Dr. Tori Ekstrand](#): [Press Freedom](#) (ppt)

Complete before class:

Read: [Fake News, the First Amendment and Failure in the Marketplace of Ideas](#) | Duke University Sanford School of Public Policy

Read: [Freedom of Speech on the UNC Chapel Hill Campus: What Students Understand About First Amendment Issues](#)

Read: [The campus free expression act of North Carolina](#)

Double-check your folder in [Sakai Drop Box](#) to see if you posted the right file to for the [Media Concepts Take Home Exam](#)



Week 6: Feb. 12 (Wed.):

Media Moment: [What is Public Relations?](#) + [Mark Zuckerberg's career on Facebook's 15th anniversary](#) + Deb Aikat: [The PESO Model](#) + The Privacy Notice ([Exhibit A](#) and [B](#))

Deb Aikat will lead *Power of Public Relations* panel with [Dr. Joseph Cabosky's What is Public Relations?](#) (ppt), [Prof. Val Fields](#), and [Ms. Kelly Williamson](#)

Complete before class:

Read: [Freedom of Speech on the UNC Chapel Hill Campus: What Students Understand About First Amendment Issues](#)

Read: [The campus free expression act of North Carolina](#)

Week 7: Feb. 17 (Mon.):

[Dr. Lois Boynton](#): [The Core Concepts of Public Relations](#) (ppt)

Complete before class:

Read: [Kellyanne Conway's interview tricks, explained](#)

Read: [20 key responsibilities for today's PR pro](#)

Read: [The Public Relations Society of America's \(PRSA\) Definition of Public Relations](#) | [The PRSA Code of Ethics](#) | [IABC Code of Ethics](#)

Week 7: Feb. 19 (Wed.):

[Mr. Joel Curran](#): [A Quick Look at Branding and PR Trends: Carolina Today](#) (.ppt)

Complete before class:

Read: ['Keep up or close up' - the traditional PR agency model is dead](#)

Read: [Where Does the PESO Model Belong?](#)

Read: [November 2018 recap for UNC-Chapel Hill University Communications](#)



Week 8: Feb. 24 (Mon.):

Prof. John Sweeney: [The Core Concepts of Advertising](#) (ppt)

Complete before class:

Read: [Nike's Colin Kaepernick ad and the history of "commodity activism"](#) - Vox

Read: [Kaepernick and the Absurdist Spectacle of #BoycottNike](#) - The Atlantic

Week 8: Feb. 26 (Wed.):

Dr. Joe Bob Hester: [Marketing in the Moment: The Power of Real-Time Advertising](#) (ppt)

Complete MJ-101 Mid-semester feedback by 10 p.m. Mar. 24 (Sun.)

Complete before class:

Read: [What is Real-Time Marketing?](#)

Read: [7 Inspiring Examples of Real-Time Marketing in Action](#)

Read: [Hashtags on social: What you need to know?](#) + [Read full report here.](#)

Read: [Exam insights and details for Mar. 18 \(Wed.\) test](#)

Week 9: Mar. 2 (Mon.):

Prof. Gary Kayye [The Branding of Me: How to Build and Protect Your Personal Brand](#)

Read: [Exam insights for Mar. 20 \(Wed.\) test](#) + [33-question practice exam](#) + [Exam 1 reading list](#) ([we highlighted key readings for you to focus](#))

Complete before class:

Read: [Kylie Jenner makes \\$1 million per paid Instagram post, Hopper HQ says](#)

Read: [Experts Weigh in on the Future of Advertising](#)

Week 9: Mar. 4 (Wed.):

Prof. Dana McMahan: [Branding and Fashion](#) (ppt)

Complete before class:

Read: [The State of Fashion, 2018](#)

Read: [Exam insights for Mar. 20 \(Wed.\) test](#) + [33-question practice exam](#) + [Exam 1 reading list](#) ([we highlighted key readings for you to focus](#)).

Week 10: {Spring Break >> 5 p.m., Mar. 6, Fri., through Mar. 15, Sun.}

During break read: [Exam insights for Mar. 18 \(Wed.\) test](#) + [33-question practice exam](#) + [Exam 1 reading list](#) (*we highlighted key readings for you to focus*).



Week 11: Mar. 16 (Mon.):

Prof. Jed Simmons: [Digital Media and Entertainment Innovation, Entrepreneurship & Disruption](#)

Complete before class:

View: [Platforms and the news - repairing a relationship](#)

View: [Opening Remarks - Matthew Garrahan and Peter Spiegel](#)

Read: [Apple enters the video streaming wars with launch of TV+ service](#) - or [read it on the web at Financial Times](#) (you may need a subscription)

Read: [The Streaming Wars: Who Will Win Your Subscription? - Forbes](#)

Read: [Who will win the streaming wars? - Los Angeles Times](#)

Read: [Exam insights for Mar. 18 \(Wed.\) test](#) + [33-question practice exam](#) + [Exam 1 reading list](#) (*we highlighted key readings for you to focus*).

Week 11: Mar. 18 (Wed.): MJ-101 (Closed book) Test # 1

Bring a [Scantron sheet \(with your name and ID written and bubbled in\)](#) | [Current time display](#) | [Submit scantrons this way](#)

One-minute meditation: [Kenny G Silhouette](#), [Ludwig van Beethoven - Full Symphony No. 5](#), [Four Seasons ~ Vivaldi](#), [Ananda Shankar - Streets of Calcutta](#), [The Beginning of the Partnership from the 1998 movie Shakespeare in Love](#).

Complete before class:

Read: [Exam insights for Mar. 20 \(Wed.\) test](#) + [33-question practice exam](#) + [Exam 1 reading list](#) (*we highlighted key readings for you to focus*).

Week 12: Mar. 23 (Mon.):

Deb Aikat: Opening Act: *Analysis of Scores in Mid-term Test#1* Deb Aikat: Opening Act: *Analysis of Scores in Mid-term Test#1*
[Trailer for "With Each Other. For Each Other" documentary](#), honoring the 2018 National Champion [UNC Field Hockey](#) team
[Dr. Charlie Tuggle: NBC's Evolving Coverage](#) (ppt) + ["With Each Other. For Each Other" documentary](#).

Complete before class:

Read: [Let's rethink how we determine Olympic success \(Opinion\)](#) - CNN

Earn 5 points: Complete MJ-101 [mid-semester feedback by 10 p.m. April 4 \(Thurs\)](#)

Week 12: Mar. 25 (Wed.):

[Mr. Howard Mortman of C-SPAN: On C-SPAN's 40th anniversary: Evaluating C-SPAN's role in our democracy](#)

[Key links on the evolution of C-SPAN](#)

[C-SPAN: A big name in television is celebrating a huge anniversary](#) + [C-SPAN, 40](#)

Complete before class:

Read: [Happy birthday, C-SPAN. We need you more than ever archived version](#) or online version: [Happy birthday, C-SPAN. We need you more than ever.](#) - The Washington Post or

Read: [How C-SPAN Made Congress and Washington Worse](#) - The Atlantic

Deb Aikat: [MEJO 101 final exam on April 29 + MEJO 101 Exam 1 in library from March 25](#)

Earn 5 points: Complete MJ-101 [mid-semester feedback by 10 p.m. April 4 \(Thurs\)](#)

Complete before class:

Read: [Big Media Isn't Ready to Fight Back \(Netflix Misunderstandings, Pt. 5\)](#)

Read: [Nine Reasons Why Disney+ Will Succeed \(And Why Four Criticisms are Overhyped\)](#)

Week 13: Mar. 30 (Mon.):

[Mr. Richard Griffiths](#): *What I believe and how I got here. What keeps me up at night*

Earn 5 points: Complete MJ-101 [mid-semester feedback by 10 p.m. April 4 \(Thurs\)](#)

Complete before class:

Read: [Filipino-American journalist Maria Ressa: 'It would be great if we didn't have to fight our government](#) | Financial Times

Read: [Poland's Government Is Systematically Silencing Opposition Voices](#) | Foreign Policy

Week 13: Apr. 1 (Wed.):

[Dr. Daniel Kreiss](#): *Political communication in the social media age* (ppt) (link)

Earn 5 points: Complete MJ-101 [mid-semester feedback by 10 p.m. April 4 \(Thurs\)](#)

Complete before class:

Read: [Trump Is Winning the Online War by Tom Edsall](#) (*The New York Times*)

Read: [Technology Firms Shape Political Communication: The Work of Microsoft, Facebook, Twitter, and Google With Campaigns During the 2016 U.S. Presidential Cycle](#)

Week 14: Apr. 6 (Mon.):

[Dr. Rhonda Gibson](#): *Understanding of polling in the media* (ppt)

Complete before class:

Read: [Four Problems With 2016 Trump Polling That Could Play Out Again in 2020](#) | The New York Times

Read: [10 Things You Ought to Know About Polls](#)

Read: [How trustworthy are the polls, more than a year after the 2016 election?](#) | PolitiFact

Week 14: Apr. 8 (Wed.):

[Prof. Steven King](#): *Creating immersive storytelling experiences: Leveraging VR, AR and Ai to engage audiences*

Deb Aikat: [Read and review all highlighted items to study for the MJ 101 Final Exam + MEJO 101 Exam 1 in library from March 25](#)

Earn 5 points: Complete MJ-101 [mid-semester feedback by 10 p.m. April 4 \(Thurs\)](#)

[UNC Dean of Students](#) + [Office of Student Affairs](#)

Complete before class:

Read: [ConsumerLab report on Merged reality \(VR/AR\)](#)

Week 15: Apr. 13 (Mon.):

[Prof. Laura Ruel](#): *The importance of visuals and design in media and journalism* (ppt)

Complete before class:

Read: [Why Visual Communication Is the Most Important Skill for Journalists](#)

View: [Data Visualization keynote with Professor Alberto Cairo](#)

Week 15: Apr. 15 (Wed.):

Prof. Terence Oliver: [The power of motion graphics](#) (use password:101)

Please confirm: "[I completed end-semester evaluations](#)"

Complete before class:

Read: [Motion graphics: New weapons of visual journalism](#)

View: [What is Motion Design?](#)

Read: [Q&A with Prof. Terence Oliver on the power of motion design](#).

Please confirm: "[I completed end-semester evaluations](#)"

Week 16: Apr. 20 (Mon.):

Prof. [Chad A. Heartwood](#): [The power of visual storytelling](#) + [Farmsteads](#) trailer

Complete before class:

Read: [Can a photograph change the world?](#) - CNN

Read: [73 of the Best Quotes About Filmmaking](#) — Film Crux

Please confirm: "[I completed end-semester evaluations](#)"

Deb Aikat: [Read and review all highlighted items to study for the MJ 101 Final Exam](#) + [MEJO 101 Exam 1 in library from March 25](#)

Scroll to the bottom for earlier weeks



Week 16: Apr. 22 (Wed.): Final exam on the last day of class

Bring a [Scantron sheet \(with your name and ID written and bubbled in\)](#) and #2 pencil to the final exam at 4:40 p.m., Apr. 22 (Wed.) in 111 Carroll Hall

The final exam is a cumulative closed book. You'll have 60 minutes to answer 50 multiple-choice questions.

[Current time display](#) | [Final Exam Excuses - Academic Advising Program](#)

Resources to help you study for the MJ 101 Final Exam:

The MEJO 101 Final final exam is a cumulative closed book test.

You'll have 60 minutes to answer 50 multiple-choice questions.

1. [Read and review all highlighted items to ace the MJ 101 Final Exam](#)

2. 100 questions to help you practice [\[56-question practice test\]](#) (Weeks 9 through 16 after Exam 1) + [33-question practice test](#) (Weeks 1 through 9 before Exam 1) + [11-question final exam preview with exam score graphs](#)

4. [See copy of Exam 1 in Park Library](#) (2nd floor of Carroll Hall)

[Current time display](#)

[Final Exam Video featuring Dean King, Katria, Adam and Deb.](#)

Complete before class:

Please confirm: "I completed end-semester evaluations"

Deb Aikat: [Read and review all highlighted items to study for the MJ 101 Final Exam](#) + See copy of MEJO 101 Exam 1

Bring a [Scantron sheet \(with your name and ID written and bubbled in\)](#) and #2 pencil to the final exam at **4 p.m., Apr. 29 (Mon.)** in 111 Carroll Hall.

Week 17: 4 p.m., Apr. 27 (Mon.): [Career advice](#) (ppt) from [Jay Eubank](#) and [Jenn Sipe](#)

A celebration of MEJO 101, time and date [according to the UNC final exam schedule](#).

Course evaluation details:

*** April 14, Tues.: Email invitation to evaluate this course.

*** April 22, Wed.: Complete evaluations (*course evaluation site closes April 24, Fri.*)

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~ Classes End: Fri., April. 24, 2020

♦ **Week 17: Apr. 28 - May 4:**

~ [Final exam schedule for Spring 2020](#)

~ Reading Day#1: Apr. 29, 2020 (Wed.)

~ First day of Exams: April 27, 2020 (Mon.)

~ Reading Day#2: May 2, 2020 (Sat.)

~ Last day of Exams: May 5, 2020 (Tue.)

~ Spring Commencement: May 10, 2020 (Sun.)

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**End of course calendar**